GUAM PUBLIC SCHOOL SYSTEM

DISTRICT ACTION PLAN

2008-2013

Goals and Objectives

March 25, 2008

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March 2008
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Message from the Superintendent

Buenas yan Hafa Adai! The Guam Public School System remains steadfast in our mission by ***"Preparing all students for life, Promoting Excellence, and Providing Support!"*** To advance the public school system to a new level of excellence, it is imperative that we continue to work collaboratively in ensuring that the District Action Plan's (DAP) goals and objectives are addressed. Moreover, it is critical that the process and responsibilities of the District Action Plan be reviewed since the document was created in School Year 2001 to address the *"No Child Left Behind"* Act instituted by President Bush. Hence, it was only fitting for the school system to re-evaluate the provisions and activities described in the DAP and make necessary revisions or updates to meet the current needs of our system.

In our efforts to re-examine the current needs of the district, the Division of Curriculum & Instruction, Research, Planning & Evaluation Division, and the Federal Programs Division were tasked to facilitate, together with educational stakeholders, the revision of the District Action Plan. The review included the following:

1. Facilitating the District Action Plan strategies to meet changing needs in our school system;
2. Ensuring that the federally funded activities in the District Action Plan are consistent and in compliance with federal and local regulations and guidelines;
3. Providing information, projection, and statistical analysis to measure attainment of program goals and objectives;
4. Recommending instructional alternatives based on data; and
5. Providing recommendations that will enhance the plan's objectives.

As with any endeavor of this magnitude, the planning process was complex, but the end product can be a source of renewed enthusiasm for our school system. Given the respect that we have for the knowledge and expertise of our education community, we welcome critical discourse surrounding the proposed action plans and benchmarks.

We are confident that as the revised District Action Plan will commence beginning SY 2008-2009 and onto SY 2012-2013, the quality of teaching and learning will be enhanced and the standards of performance will be raised. We are committed to establishing a "world class" educational system in spite of the operational challenges our educators and administrators face daily. This commitment is made to every child enrolled in our public school system. We ask you to partner with us as we move towards achieving our goals so that together we ***"Prepare all students for Life, Promote Excellence, and Provide Support!"***

Senseramente,

CORINA Y. PAULINO
Interim Superintendent

Date: March 26, 2008

BACKGROUND

The Guam Education Policy Board initially adopted the Guam Public School System District Action Plan in May 2003. The DAP established the direction and details for improving academic performance in reading, math, and language arts by using the provisions of the No Child Left Behind Act as a framework. The adopted DAP was also used as a basis for the Title V Consolidated Grant application.

There were seven (7) major components that made up the DAP (2003):

1. Standards and Assessment – focused on what needed to be done to increase student achievement as students progressed from grade to grade and across each content area
2. Reading First Initiative – focused on supporting schools to make every child a proficient reader through scientifically based reading instruction
3. Personnel Quality and Accountability – addressed strategies for improving the quality of teachers and administrators as well as accountability for job performance that is linked to professional standards and student learning outcomes
4. Home School Connection – focused on steps to increase parental involvement and strengthen the school home partnership
5. Federal, State and Local Programs – integrates existing local and federal programs under the DAP umbrella to improve coordination of resources and avoid duplication of efforts
6. System-Wide Needs and Assessment – describes needs that must be addressed and system changes that have to be introduced to facilitate academic achievement
7. School-Wide Indicator System – describes indicators that can be used to communicate educational progress to parents, students, teachers, community at large and policy makers

The District Action Plan was mandated by Public Law 26-167 Section 3127, which states in part "The Guam Public School System is hereby authorized to create a District Action Plan in support of the No Child Left Behind Act of 2001. The Guam Public School System's District Action Plan shall be established by policy of the Guam Education Policy Board."

Re-evaluation of the District Action Plan (DAP)

In September 2006, the Superintendent of Education appointed the Associate Superintendent of Curriculum & Instruction, the Administrator of Research, Planning & Evaluation, and the Administrator of Federal Programs to collaboratively review and update the District Action Plan in September 2006. Specifically, the purpose of the DAP review was twofold: (1) To conduct an assessment of what has been accomplished (mid-term review) and (2) to propose revisions to meet the goals and objectives of the District Action Plan.

Ten (10) working groups were formulated to fulfill the purposes of the DAP review. The role of the working groups was to:

1. Review, update, and revise each of the DAP components
2. Identify progress made within the last three (3) years
3. Provide recommendations for new initiatives
4. Include new initiatives to include timelines
5. Present to all stakeholders
6. Review and revise in light of the following factors:
   a. Extent to which action steps affirmed the GPSS Vision
   b. Progress towards goals and outcomes from the 2003 DAP
   c. Extent to which revisions support the following

mandates in conjunction with the NCLB provisions:
- o Public Law 28-45
- o Guam Education Policy Board Goals

Please refer to Appendix A & B for a detailed description of the mandates.

The subcommittees also took into consideration Public Law 28-45: "Every Child is Entitled to An Adequate Education Act" Section 10. Guam Public School System. 5 GCA §3107., which requires GPSS to increase "in the percentage of the students at Level 3, which demonstrates solid academic performance as measured by SAT 10, by at least five percent (5%) each grade level per year until the Guam Education Policy Board's adopted goal of ninety percent (90%) at Level 3 in ten (10) years is reached."

COMMUNITY INPUT

Community input was received from the following sources: board members; division heads; school administrators; teachers; parents; and the public (to include comments from the DAP website). Detail responses to all comments are included as an appendix. (See Appendix G) Important comments acknowledged and accepted by the DAP committee are acknowledged here. A comment that the DAP did not address other major components within the district such as finance, maintenance, capital improvement, administration, and technology is acknowledged. The DAP is supported by other state plans and it was recommended that the DAP committee provide an addendum to the DAP as the plans for other district-wide components are put in place. A comment about the overall new DAP, its new format, why it is being revised, what worked with the old DAP, what didn't work, what federal funds support it, etc. were all acknowledged by the DAP committee. Changes to the May 31, 2007 version of the

DAP incorporates changes as a result of input received to retain and close out the old DAP and prepare a new five-year DAP. Many comments were received regarding the Direct Instruction program and its strengths and weaknesses and whether other research-based programs should be included. Further, comments to continue the Direct Instruction (DI) program as well as expanding the Success for All (SFA) program at other schools were also noted. Other concerns included the implementation of certain programs such as "Passport to Careers" in the high schools and why not in the middle schools. The DAP committee acknowledged comments on all programs mentioned and any shortcomings identified thereof and will update the DAP sections accordingly. Comments regarding standardized testing, SAT-10, and student achievement are acknowledged and are expected to be addressed by the DAP committee. All other comments or concerns which are readily answered by either board policy or within certain sections of the DAP are referenced in the appendix. (See Appendix G).

ALIGNMENT OF MANDATES

Given the need to comply with the NCLB, Public Law 28-45, Public Law 26-26, and adopted Guam Education Policy Board goals, the committee integrated the provisions and produced the following framework for the Revised DAP:

I. STANDARDS AND ASSESSMENT

GEPB Goal 2: All Guam Public School System students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.

The applicable requirements of P.L. 28-45 that will support the achievement of GEPB Goal 2 are:

- A certified teacher for every class in a ratio established by relevant collective bargaining agreements
- Certified professional administrators
- Certified Guidance Counselors
- Certified School Health Counselors
- Certified Allied Health Professionals
- Adopted and required textbooks and workbooks issued to each public school student for the classes in which he or she enrolled
- Libraries, which meet the standards of the American Association of School Librarians, at each school, operated by certified Librarians

II. PERSONNEL QUALITY AND ACCOUNTABILITY

GEPB Goal 3: All Guam Public School System personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities.

The applicable requirements of P.L. 28-45 that will support the achievement of Goal 3 are:

- A certified teacher for every class in a ratio established by relevant collective bargaining agreements
- Certified professional administrators
- Certified Guidance Counselors
- Certified School Health Counselors
- Certified Allied Health Professionals
- Libraries, which meet the standards of the American Association of School Librarians, at each school, operated by certified Librarians

III. FEDERAL, STATE, AND LOCAL PROGRAMS

GEPB Goal 2: All Guam Public School System students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.

The applicable requirements of P.L. 28-45 that will support the achievement of Goal 2 are:

- A certified teacher for every class in a ratio established by relevant collective bargaining agreements
- Certified professional administrators
- Certified Guidance Counselors
- Certified School Health Counselors
- Certified Allied Health Professionals
- Adopted and required textbooks and workbooks issued to each public school student for the classes in which he or she enrolled
- Libraries, which meet the standards of the American Association of School Librarians, at each school, operated by certified Librarians

IV. HOME SCHOOL CONNECTION

GEPB Goal 1: All Guam Public School System students will graduate from high school prepared to pursue post-secondary education on-or off-island or to assume gainful employment within the public or private sector.

GEPB Goal 2: All Guam Public School System students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.

V. EDUCATION INDICATOR SYSTEM

GEPB Goal 2: All Guam Public School System students will successfully progress from grade to grade and from one level

of schooling to another in order to maximize the opportunities to successfully graduate from high school.

GEPB Goal 4: All Guam Public School System's school facilities will meet high standards for health and safety and provide optimal conditions for learning objectives.

GEPB Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

Public Law 26-26 Section 3105:

Collection of Data and Production of School Performance Reports by Superintendent; Criteria for Grading Schools states that:
(a) The Superintendent shall collect data and produce annual school performance reports containing information on student performance, student behavior and school characteristics.

The applicable requirements of P.L. 28-45 that will support the achievement of Goals 4 & 5 are:

- Air conditioned and properly ventilated classrooms in which the sensible air temperature is no greater than 78 degrees F.
- Potable water sufficient to provide each student a daily ration of drinking water and washing water.
- A reliable supply of electricity.
- Proper sanitation to include flushable toilets, clean restrooms, dining areas and classrooms in each school
- A healthful, safe, sanitary learning environment.

Public Law 28-45:

 "Every Child is Entitled to An Adequate Education Act" Section 10. Guam Public School System. 5 GCA §3107. "Effectuate an increase in the percentage of the students at Level 3, which demonstrates solid academic performance as measured by SAT 10, by at least five percent (5%) each grade level per year until the Guam Education Policy Board's adopted goal of ninety percent (90%) at Level 3 in ten (10) years is reached."

VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from high school prepared to pursue post-secondary education on-or off-island or to assume gainful employment within the public or private sector.

The applicable requirements of P.L. 28-45 that will support the achievement of Goal 1 are:

- A certified teacher for every class in a ratio established by relevant collective bargaining agreements
- Certified professional administrators
- Certified Guidance Counselors
- Certified School Health Counselors
- Certified Allied Health Professionals
- Adopted and required textbooks and workbooks issued to each public school student for the classes in which he or she enrolled
- Libraries, which meet the standards of the American Association of School Librarians, at each school, operated by certified Librarians

Additionally in 2006, the Superintendent established a Technology Master Plan Committee to assist in a system-wide need of technology in the district. This committee is tasked with providing a plan to improve access to information and communication, attain administrative efficiency, and advance students' academic achievement. The committee is also tasked with updating the current

technology plan, *Gateway to Success*, which was last updated in August 2002.

DAP MID-TERM REVIEW RESULTS

In addition to incorporating the new mandates within the DAP framework, the committee also identified the following major accomplishments since the 2003 adoption of the DAP:

I. Standards and Assessment

1. Direct Instruction Reading, Math and Language has been fully implemented in elementary and middle schools
2. LARM K-8 Language Arts & Reading Curriculum Alignment completed (See Appendix H)
3. LARM K-8 Language Arts and Reading Curriculum Guide completed (See Appendix H)
4. LARM K-12 Math Curriculum Alignment and Guide completed (See Appendix H)
5. Adoption of SAT10 norm referenced standardized test
6. Passport – to – Careers implemented at the secondary schools
7. Standards survey conducted among teachers
8. SAT9 / 10 Priority skills and item analysis reports disseminated to schools
9. Schools provided technical assistance in interpreting test scores
10. Disaggregated scores for special education, ESL, low-income, GATE and DEED were disseminated to program managers

II. Personnel Quality and Accountability

1. Developed the Bonuses, Rewards, & Incentive Program
2. Educator's Academy was held
3. Teacher Performance Standards - adopted 7/26/06

4. Administrator Performance Standards drafted
5. Leadership Academy held annually
6. Piloted full-time release Teacher Mentor program
7. Saturday Workshop series facilitated for teachers

III. Federal, State, and Local Programs

1. Revised summer program guidelines and sent to schools
2. Site visits to schools regarding programs for students who are limited English proficient were completed, with reports sent to schools
3. Provided support for the Positive Behavioral Supports – Second Step Program

IV. Home School Connection

Families and Schools Together conference held annually

V. Education Indicator System

1. GEPB adopted education indicators and criteria for grading school progress annually in September, 2005
2. School Progress Report Cards have been published using the adopted education indicators and criteria
3. Annual State of Public Education Report has been published using the adopted education indicators and criteria for grading school progress
4. Statewide Performance Indicators (Programmatic and Financial Evaluations) of Federal funded programs were developed as a result of the Corrective Action Plan addressing the district's "High Risk" status and Special Conditions placed by USDOE

VI. System-Wide Needs / Changes

1. Formulated Secondary School Reform Committee
2. Collected data and reported on ninth grade achievement, suspensions, absenteeism, drop-out and cohort graduation rates
3. Implemented 9th grade academy at all high schools

SUMMARY OF RECOMMENDED CHANGES

The Superintendent instructed the committee through a memorandum to conduct the mid-term District Action Plan (DAP) review by:

1. Facilitating the District Action Plan strategies to meet changing needs in our school system
2. Ensuring that the federally funded activities in the District Action Plan are consistent and in compliance with federal and local regulations and guidelines (See Appendix F(b)
3. Providing information, projection, and statistical analysis to measure attainment of program goals and objectives
4. Recommending instructional alternatives based on data; and
5. Providing recommendations that will enhance the plan's objectives

Given a comprehensive review of action steps that have been accomplished, student achievement and other relevant data, and new mandates, the committee recommends the following changes:

1. DAP Evaluation Plan will be added to ensure that the plan is adequately monitored
2. Safety Action Plans from Division of Maintenance & Safety will be added to address GEPB Goal #4; and

3. Finance Management Action Plan from Financial Services and Federal Programs will be added to address GEPB Goal #5
4. GEPB adopted goals, P.L. 28-45 and P.L. 26-26 will be used as the guiding goals for the revised DAP
5. The DAP is divided by sections in which:
   a. Section 1 is a narrative that describes its components
   b. Section 2 is an action plan that lists each section's activities
6. The proposed District Action Plan will commence SY 2008-2009 to 2012-2013

Continuous Quality Evaluation of the District Action Plan (DAP)

Essential to the effective implementation of any plan is a system for continuous monitoring and evaluation. The Guam Public School System has historically developed district plans for improving the quality of educational services. However, the full implementation of those plans were impeded by the lack of monitoring and accountability for ensuring that the action steps are taken in a timely manner and resources are adequately provided.

The following major steps are proposed to ensure that the implementation of the District Action Plan (DAP) is supported and continuously evaluated for quality improvement:

1. The Superintendent of Education appointed an Academic Affairs Advisory Council (AAAC), comprised of the following members:
   Associate Superintendent, Elementary Schools
   Associate Superintendent, Secondary Schools
   Associate Superintendent, Special Education
   Associate Superintendent, Curriculum and Instruction
   Administrator, Federal Programs
   Administrator, Personnel Services

Administrator, R P & E

2. The DAP Quality Evaluation Committee (QEC) is to monitor the implementation of the DAP. The Superintendent will appoint DAP Quality Evaluation Committee (QEC) which will consist of the Associate Superintendents of Elementary, Secondary & Curriculum & Instruction to the as well as, the three teachers that will be appointed by the Guam Federation of Teachers:

o Develop a chronological list of action steps that are listed in the DAP, for monitoring purposes

o Review DAP quarterly reports and advise the Superintendent on progress of implementation, which include identifying areas that have met the targets, are in need of assistance or are in need of intervention

o Submit End-of-Year Report to the Superintendent and Guam Education Policy Board

o Make recommendations to provide efficiency, effectiveness and accountability

o The Superintendent shall provide the necessary support for implementing the QEC recommendations. The Superintendent will hold regular meetings with the QEC to promote efficiency, effectiveness and accountability.

3. Major programs cited in the DAP that need an external evaluator will be identified in advance for scheduling and financial support.

4. An independent mid-term (CY 2011) and final evaluation (CY 2013) of DAP will be conducted by an external evaluator.

I. STANDARDS and ASSESSMENT

GEPB Goal 2*: **All Guam Public School System students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school***.

The Guam school district began its efforts to institute standards -based education in 1996 with the development of a draft of K-12 Content Standards and Performance Indicators that represented research-based practices and the collaborative efforts of many educators from the Guam Public School System. In January 1999, the *K-12 Content Standards and Performance Indicators* were adopted by the Board of Education for: Mathematics, Science, Social Studies, Language Arts, Visual and Performing Arts, World Languages, Health, Physical Education, Business/Marketing, and Computer Education. The Content Standards specify what students should know and the Performance Indicators identify the skills they should be able to demonstrate in relation to the Content Standards. The standards are designed to guide the development and implementation of a curriculum for each of the content areas at each of the grade levels.

The *K-12 Content Standards and Performance Indicators* are the district's adopted curricula. It should be noted that since this is the adopted curriculum for our school district, teachers are expected to make every effort to create their instructional units and lesson plans based on these standards and also have them aligned with the adopted textbooks, National Standards, and norm-referenced test skills. All students in the Guam Public School System are expected to meet the expectations articulated in the *K-12 Content Standards and Performance Indicators*.

Currently, the GPSS assesses student performance using the adopted norm-referenced test (Standard Achievement Test 10,

or SAT10)   to gauge how our students are performing against other students in their respective grades throughout the United States and how the Department is accomplishing its mission to prepare our students to be responsible and contributing citizens in our community.

Using what was available to schools in the form of student performance data generated from the SAT9/10, the *K-12 Content Standards and Performance Indicators*, the national standards and the adopted textbooks, the district developed the Language Arts and Math Curriculum alignments and Curriculum guides to help teachers organize the various types of information into a coherent framework so that it becomes useful and relevant to the teacher.

To date, the alignment for Math K-12 is complete and Language Arts/Reading has been aligned for Kindergarten through eighth grade. Further work is still needed on the 9-12 Language Arts/Reading alignment which will be addressed in the next year.

In addition to the development of the Curriculum Alignments was the development of the Curriculum Guides to assist teachers in the planning of their lessons and units that integrated other content areas. Skills were prioritized by quarters to keep teachers focused on what is to be taught in a school year. The guides were organized by grade level to illustrate a seamless transition from grade to grade. That is, the skills should be taught in the order it was prioritized so that efforts are not needlessly repeated from grade to grade and expectations are clear among all teachers so that all students will be ready and well prepared to handle the skills in the next grade level. Both the LARM Curriculum alignments and the Curriculum guides are available on the GPSS website.

Although these efforts have provided guidance to the teachers in the implementation of the K-12 Content Standards and Performance Indicators to improve the academic achievement of the students, the GPSS continues to strive for other dimensions leading to further improvement with student performances.

A major activity in this District Action Plan is to update and revise the *K-12 Content Standards and Performance Indicators* in Reading and Language Arts, Mathematics, Science, and Social Studies to reflect current educational practices, national standards and what the local community believes are valuable and necessary to achieve excellence for our children to be competitive in the world. Imbedded in these new standards will be technology standards so that all students will be technologically literate. Further, a district assessment for these revised Standards, or criterion-referenced test (CRT), will also be developed to determine student achievement and performance in all content areas.

This criterion-referenced test will provide the GPSS with a local source of data that illustrates how public school students are performing and measuring up to the expectations set forth by the *Content Standards and Performance Indicators.* It will also aid the GPSS in identifying and providing the appropriate professional development for our teachers, school leaders and support staff.

Other major activities planned in the 2008-2013 District Action Plan will include:

- Align LARMSS to the revised K-12 Content Standards and Performance Indicators, to the Criterion Referenced Test, the national standards, the norm referenced test standards, and the adopted textbooks
- Review and update the K-12 Language Arts/Reading curriculum alignment and guides;

- Review and update the K-12 Math Curriculum alignments and guides;
- Develop the K-12 Science and Social Studies Curriculum alignments and guides
- Implement the Language Arts, Reading, Math, Science and Social Studies (LARMSS) reforms in line with federal guidelines

Since its endorsement by the Guam Education Policy Board five years ago, the 2003-2007 District Action Plan has driven all efforts by the GPSS to improve student achievement. Using data from the current norm-referenced test, the GPSS implemented a Reading Reform program called "Direct Instruction/Reading Mastery" (DI) at all the elementary schools except one, who is implementing the "Success for All" program. The GPSS is now at the juncture to determine the effectiveness of the DI and SFA reading reform programs through an external evaluation and the results of the evaluation will be presented to the GEPB for consideration on any subsequent reform program implementation.

The outcome of the evaluation and the type of reform programs subsequently implemented will assist in ensuring that all students meet the expectations set forth in the district adopted Content Standards and Performance Indicators. The results of the evaluation will further allow the GPSS to identify the areas of improvement to meet the goal of moving students from one level to the next. Additionally, after the reform program is selected, the model used for the LARM alignments and guides will be followed and will be expanded to include the other content areas such as Visual Performing Arts, World Languages, Health, Physical Education and Business/Marketing.

Knowing that there will be different levels of performances in Reading, Language Arts, and Math by our students in the district, those students who perform at or above the expected

level of achievement will be given instruction in the adopted curriculum (GPSS K-12 Content Standards and Performance Indicators). Those students performing below level will be given instruction using the approved reform programs implemented in the Department. The level of student performances in Reading, Language Arts and Math will be determined by the Guam Education Policy Board to keep in line with the provisions stated in Public Law 26-26, School Performance Reports. The curriculum committee of the GEPB will facilitate the development of the rating of the overall performance and improvement of performance of students to include a rating of exceptional performance, strong performance, satisfactory performance, low performance and unacceptable performance.

Determining whether a student will receive instruction in the regular curriculum or through a reform program will be based on reading and math placement results from the district-wide approved diagnostic test.

During the fall of 2007, the GPSS has allowed 4th and 5th grade students who met the benchmarks determined by the Reading Reform Initiative to be taught the district adopted curriculum. This has provided the opportunity for approximately fifty (50) 4th and 5th Grade "Benchmark Teachers" to begin teaching the district adopted curriculum. The implementation of the curriculum alignments and the curriculum guides have been utilized by the "Benchmark Teachers" over the last six months. The district will await the test score results from the students based on the SAT10, which will be available in the fall of 2008 to make a determination on the effectiveness of the curriculum alignment and curriculum guide documents. The 2008-2013 DAP will focus on the transition of all students into the regular curriculum.

SY 2003-2007 Accomplishments for these Reading Reform programs and Standards and Assessment can be found in Appendix H.

Reading, Language Arts and Math Reform

Over the years, the GPSS has been challenged with identifying programs and strategies to address the low performance levels of many of the students. While there are promising and high achievement results from students in every grade and subject area, a significant number of the student population are still struggling. For example, in the Year 2000, 54% of first graders scored at Level 1(Below Basic) or Level 2 (Basic) in Reading, 61% of them scored at Level 1 or Level 2 in Mathematics and 75% scored at those levels in Language Arts. Their percentile ranking that year was 54% for Reading, 48% for Math and 36% for Language Arts. In 2002, when they were 3rd graders, 83% of them scored at Level 1 or Level 2 in Reading and 86% of them scored at these levels in Mathematics and 78% scored at these levels in Language Arts. Their percentile ranking that year was 33% for Reading, 25% for Mathematics and 19% for Language Arts. (Source: *SAT9 Cohort Groups: Percentile Ranking and SAT9 2004 Performance Levels*, Research, Planning and Evaluation Report)

These results warranted a dramatic change in the way reading, language arts, and math is taught in our school system. So, in School Year 2003-2004, the GPSS implemented Direct Instruction, a scientifically based curriculum to address the achievement of all students. The goal of the Reading, Language Arts, and Math Reform program is to increase student achievement in Reading, Language Arts, and Math to a proficiency level of 3 or above.

Now in its fifth year of implementation, the GPSS is taking steps to evaluate the effectiveness of Direct Instruction as it relates to improving the reading, language arts and mathematics performances of our students. Also at stake is the Reading Reform program's schedule which dictated the amount of time spent on the sole teaching of Direct Instruction/Reading Mastery. Two hours in the morning was completely devoted to Reading, Language Arts, and Math instruction. Furthermore, another hour in the afternoon was set aside for additional instruction. This was one of the major issues of parents, teachers, students, and community stakeholders as the other content area subjects were not being addressed because of the rigid structure of this Reading reform program.

Another issue for GPSS teachers was the question about what to report in the District report card. Since teachers taught only DI Reading, Language Arts, and Math, the other content areas such as Social Studies, Science, Health, PE, Visual and Performing Arts and Computer skills were not being taught and evaluated for reporting in the district's adopted Report card. This is the focus of this District Action Plan, that other content areas be taught and graded.

The experiences and challenges with the Direct Instruction program implementation has given reason to ensure that for any reform programs implemented in the GPSS now, GEPB policies such as Board Policy 346: *Instructional Time for Elementary Schools*, which outlines the number of minutes per week required for instruction in all the subjects that are taught at the elementary schools, are adhered to for the next five years.

Reform Program

The GPSS recognizes that efforts to address the low performances in Reading, Math and Language Arts must continue and include more stringent monitoring processes to ensure accountability at the district and school levels so that progress is evident according to the timelines established. Further, to keep in line with the current national goal to improve student achievement, we must also address the performance of our students in Science and Social Studies.

The Guam Education Policy Board established 5 goals for the GPSS that addresses improved student achievement, high quality of personnel, safe facilities and standards of accountability. The action steps delineated in *Standards and Assessment,* are guided by goal 2, "all students in the Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school."   As such, for the next 5 years, the Guam Public School System will focus its reform efforts on the improved performances of students in the areas of Language Arts, Reading, Mathematics, Science and Social Studies (LARMSS).

Title V-A guidelines provided by the U.S. Department of Education, under which the Guam Public School System receives funding, identifies 27 allowable uses of funds by the Local Education Agencies (LEAs). Based on these guidelines, the GPSS is allowed to utilize the Consolidate Grant funds for "programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels".

The two reading reform programs currently implemented by the GPSS, *Success for All and Direct Instruction*, meet the criteria of an allowable innovative program area. Under this

District Action Plan, any reform program in Reading, Language Arts, Math, Science, and Social Studies that the district chooses to implement should be scientifically based and aligned to the national initiatives (NCLB)and local standards (K-12 Content Standards and Performance Indicators) and policies (BP 338, 346, 351.4) set forth by the Guam Education Policy Board. A review of the program should include components identified as effective through research and proven best practices.

The decision regarding the selection of the Reform Program to be implemented at the schools will be based on student performance data and input from the respective school stakeholders inclusive of parents, teachers, and support staff. Board Policy 327: Curriculum Development and Revision, establishes the framework for any curriculum revision and implementation. The Joint Board Union Curriculum and Textbook Committee, comprised of management and teacher representatives, is the first tier in the adoption process where all new courses and curricula that will be used in the classrooms are reviewed for relevance and rigor as well as verified for compliance with local policies and statutes. They make their recommendation to the Superintendent, who is the second tier in the process, and upon his/her approval, will transmit the proposal to the last tier in the process, the Guam Education Policy Board, for further disposition and action.

Schools must go through the curriculum approval process and present their proposal to the JBUCTC for any reform program they wish to implement. Schools are not limited to the two existing reform programs. The GPSS will establish, through a *Request for Proposal* (RFP) process, a list of at least three (3) qualified reform programs in each of the priority content areas (reading, Language Arts, Mathematics, Science and Social Studies) from which the schools may select for implementation. All the approved programs must meet the

criteria of an educationally based research program or best practices.

The JBUCTC will establish guidelines and procedures that are aligned with Federal requirements, for the length of implementation, benchmark levels, professional development, data collection and reporting on all reform programs implemented at the schools.

Reform Program Criteria

Schools that wish to implement a reform program in the priority content areas of Language Arts/Reading, Mathematics, Science and Social Studies, must show evidence that the proposed program is research based and consistent with the current national requirements.

Scientifically based reading research, as defined by the NCLB Act of 2001, is research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. This includes research that:

1. Employs systematic, empirical methods that draw on observation or experiment;

2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

3. Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and

4. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review;

DISTRICT ACTION PLAN
March 2008

STANDARDS & ASSESSMENT

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.1: Beginning SY 2008-2009, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10 or the adopted norm-referenced test per year.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
I.2.1.1 Conduct another standards survey of teachers in SY 2008-2009 to determine the extent of awareness and implementation of the current Content Standards & Performance Indicators	Lead: Associate Superintendent, C & I Support: Associate Superintendents, Elementary and Secondary Schools	Supplies and Materials Technical assistance from RP&E and C&I staff	Complete survey by October 2008	Survey results disseminated to administrators and division heads to use for staff development needs
I.2.1.2 Identify Norm-referenced test priority skills by district and by school	Lead: Administrator, R P& E Support: Associate Superintendents, Elementary and Secondary Schools	Norm-referenced test scores	August 2008 – March 2009	Distribution list of Priority skills and item analysis reports.
I.2.1.3 Distribute Norm-referenced test priority skills and item analysis reports to schools and provide technical assistance in interpretation and alignment	Lead: Administrator, R P& E Support: Associate Superintendents, Elementary and Secondary Schools	Norm-referenced test scores	August 2008– March 2009	List of training sessions and participants
I.2.1.4 Provide Annual Administrators & Teachers Training on use of lesson planning guide for Norm-referenced test and on interpreting and disaggregating Norm-reference test scores	Lead: Administrator, R P& E Support: Associate Superintendents, Elementary and Secondary Schools; School Administrators	Norm-referenced test scores	April/May beginning SY 2008-2009 and every year thereafter until SY 2012-2013	List of schools that were provided technical assistance

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I. STANDARDS & ASSESSMENT

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.1: Beginning SY 2008-2009, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10 or the adopted norm-referenced test per year.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
I.2.1.5 Conduct annual Parent Training in all elementary, middle and high schools to help parents understand their child's norm-referenced test scores	Lead: Administrator, R P& E Support: Associate Superintendents, Elementary and Secondary Schools; School Administrators	Norm-reference test scores	April/May (after the teachers and administrators training) beginning SY 2008-2009 and every year thereafter until SY 2012-2013	List of schools that were provided parent training
I.2.1.6 Facilitate the development of standards-based classroom tests for all grades in reading, math, language arts (first priority) and other core subject areas. Include English Language proficiency tests and course specific tests (e.g., Algebra)	Lead: Associate Superintendent, C & I Support: Administrator, R P & E	Funds to contract services	September 2008– February 2009	Copies of Standards-based tests developed in reading, math, language arts, other core subjects and English Language proficiency tests
I.2.1.7 Conduct a review of the adopted curriculum for pre- and post- tests and compile for reference	Lead: Associate Superintendent, C & I Support: Administrator, RP&E	Copies of pre- and post- tests from all adopted texts	SY 2008-2009	Pre- and post- tests per adopted curriculum is compiled
I.2.1.8 Develop rubrics for the K-12 Content Standards and Performance Indicators	Lead: Associate Superintendent, C & I Support: Associate Supts., Elementary and Secondary Schools	Funds to contract services	School Year 2008-2009	Rubrics for K-12 Content Standards & Performance Indicators

I. STANDARDS & ASSESSMENT

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.1: Beginning SY 2008-2009, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10 or the adopted norm-referenced test per year.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
I.2.1.9 Generate data by adopted curriculum alignment/tests mastery of learning standards	Lead: Associate Superintendent, C & I Support: Administrator, RP&E; School Administrators	Technical assistance from RP&E to generate data	November 2008– March 2009	Alignment and test mastery of learning standards data is compiled and disseminated to all schools
I.2.1.10 Formulate list of approved/required tests by grade level/course	Lead: Associate Superintendent, C & I Support: Administrator, R P & E; School Administrators	Data generated from mastery of learning standards	January – March 2009	Resource binder of pre- and post-tests and other related standards based tests for all content areas developed for school use
I.2.1.11 Conduct orientations for teachers/administrators on the LARM Curriculum Alignments for Language Arts/Reading and Math	Lead: Associate Superintendent, C & I	Technical assistance from C&I staff; LARM Cadres	Begin SY 2008-2009 and continue every year thereafter	Evaluation survey of the usefulness of the document to be conducted in the Spring of SY 2007-2008 and every spring thereafter
I.2.1.12 Update the LARM K-12 Math Curriculum Alignments to address the K-12 Math Content Standards/ Performance Indicators, current norm-referenced test standards, National Standards (NCTM), the adopted Math textbooks, and the criterion referenced test	Lead: Associate Superintendent, C & I	Technical assistance from C&I staff; LARM Cadres	October 2008 – December 2008	Middle and High School Math Curriculum Alignment document

I. STANDARDS & ASSESSMENT

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.1: Beginning SY 2008-2009, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10 or the adopted norm-referenced test per year.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
I.2.1.13 Complete and update the LARM K-12 Language Arts/Reading Curriculum Alignments to the K-12 Language Arts/Reading Content Standards/Performance Indicators, current norm-referenced test standards, National Standards (NCTE), the adopted Language Arts/Reading textbooks, and the criterion referenced test	Lead: Associate Superintendent, C & I	Technical assistance from C&I staff; LARM Cadres	October 2008 – December 2008	Language Arts/Reading Curriculum Alignment document
I.2.1.14 Pilot newly revised K-12 Math and Language Arts/Reading Curriculum Alignments and Guides	Lead: Associate Superintendent, C & I Support: School Administrators	Technical assistance from C&I staff; LARM Cadres; school teams	SY 2008-2009	Evaluation survey conducted in June 2009 will determine the usefulness of this document
I.2.1.15 Follow up and follow through on adoption of the LARM Curriculum Guides by the Curriculum and Textbook Committee	Lead: Associate Superintendent, C & I	Technical assistance from C&I staff; LARM Cadres	August 2008 – May 2009	The final, approved LARM Curriculum Guides are posted on the GPSS website and hard copies are disseminated to all schools
I.2.1.16 Review and update all the existing core content standards, including but not limited to, reading, language arts, math, science and social studies	Lead: Associate Superintendent, C & I	Funds to contract services	September 2008 – May 2009	Adopted revised K-12 Content Standards and Performance Indicators

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I. STANDARDS & ASSESSMENT

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.1: Beginning SY 2008-2009, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10 or the adopted norm-referenced test per year.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
I.2.1.17 Develop curriculum guides, instructional models and assessment tools and provide to teachers	Lead: Associate Superintendent, C & I	Funds to contract services; Technical assistance from C&I staff; LARM Cadres	Begin in August 2009 and complete by March 2011	• District priority need and quarterly skills identified • Standards-based units developed • Curriculum guides developed • Drafts sent to schools for review • Curriculum guides finalized • Curriculum guides printed and disseminated to teachers
I.2.1.18 Develop Curriculum Guide Rating Sheets	Lead: Associate Superintendent, C & I	Funds to contract services; Technical assistance from C&I staff; LARM Cadres	April 2010 – June 2010	Rating sheet developed and survey results to determine usefulness of Curriculum Guide is compiled and reported to Superintendent
I.2.1.19 Develop school-based uniformed assessments and evaluations	Lead: Associate Superintendent, C & I Support: Associate Superintendents, Elementary and Secondary Schools	Funds to contract technical support	Begin school year 2010-2011 to mandate all schools to have uniformed assessments within each content area	Quarterly Summary reports of skills assessment

Standards & Assessment

I. STANDARDS & ASSESSMENT

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.1: Beginning SY 2008-2009, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10 or the adopted norm-referenced test per year.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
I.2.1.20 Develop and implement uniform school-wide, and district-wide assessments aligned to the standards and norm reference test for every grade	Lead: Administrator, R P & E Support: Associate Superintendent C & I; Associate Superintendents, Elementary and Secondary Schools; School Administrators; School teams	Funds to contract services	Begin SY 2008-2009 with school-wide uniform assessment tools and continue every year there after	• Collection of various assessment tools • Criteria developed • Uniformed assessment tools created • Pilot completed and evaluation reports after two years of implementation is submitted to Textbook Curriculum Committee • Toolkit of assessments completed and disseminated
I.2.1.21 Train school personnel in developing and evaluating these assessment tools, including how to read the norm referenced test item analysis	Lead: Associate Superintendent, C & I Support: Administrator, R P & E	Technical assistance from RP&E and C&I staff	Begin Jan 2009 training and into summer months	Alignment of standards and norm referenced test priority skills listing Uniformed Assessment tools created
I.2.1.22 Purchase a standards-based test item bank software and include extensive training on the use of the software	Lead: Administrator, R P & E	Funds to purchase software with training	January 2009 – June 2009 and when needed	The number of uniformed assessment tools created, and the number of teachers using them in the classroom for their assessment of student learning is compiled

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I. STANDARDS & ASSESSMENT

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.1: Beginning SY 2008-2009, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10 or the adopted norm-referenced test per year.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
I.2.1.23 Provide schools with reliable copier machines and a computer in each of the classes to support the software used to create the uniformed assessment tools but not limited to the Technology Master Plan.	Lead: Superintendent of Education, Technology Master Plan Committee Support: Data Processing Manager, FSAIS; All School Administrators; Technology Master Plan Committee	Funds to purchase necessary technology equipment needed and additional paper, supplies and materials; Technology Master Plan	Include in all schools' budgets for 2009-2010 for additional copier machine and computers	Computers in each classroom and a copier machine dedicated to scanning student test sheets
I.2.1.24 Implement objectives and goals according to the Technology Master Plan to increase student achievement through the use of technology	Lead: Associate Superintendent, C & I Support: Data Processing Manager, FSAIS; Technology Master Plan Committee	Funds to execute plans to increase student achievement through technology; Technology Master Plan	August 2008 – August 2009	Technology professional development is conducted Technology is utilized to enhance education in the classroom
I.2.1.25 Provide instructional resources to students in reading, math, language arts, science, social studies, and other content areas	Lead: Associate Superintendent, C & I Support: Associate Superintendents of Elementary and Secondary Schools	Funds to purchase needed resources	August 2009 – July 2010	List of instructional resources

Standards & Assessment

I. STANDARDS & ASSESSMENT

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Objective 2.1: Beginning SY 2008-2009, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10 or the adopted norm-referenced test per year.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
I.2.1.26 Facilitate the creation of standards-based tests (criterion referenced test – CRT) reflective of the district standards, i.e., adopted curriculum, and the national skills	Lead: Associate Superintendent, C & I; Administrator, R P & E; Support: Associate Superintendents, Elem.& Sec. Schools and SPED	Funds to contract services, including the production of newly created CRT	August 2009- July 2010	Standards-based test developed and implemented in SY 2009 – 2010
I.2.1.27 Develop annual testing plan	Lead: Associate Superintendent, C & I; Administrator, R P & E; Support: Associate Superintendents, Elem.& Sec. Schools and SPED	Technical support from RP&E and C&I staff	June 2010 – July 2010	Annual testing plan completed
I.2.1.28 Conduct pilot test of the criterion referenced test	Lead: Associate Superintendent, C & I; Associate Superintendents, Elementary and Secondary Schools	Technical support from RP&E and C&I staff; pilot schools	August 2010 – December 2010	Pilot test conducted; results reported, adjustments made
I.2.1.29 Conduct alignment of revised standards, CRT and adopted textbooks	Lead: Associate Superintendent, C & I Support: Administrator, R P & E	Technical support from RP&E and C&I staff; pilot schools	January 2011 – March 2011	Results of analysis is disseminated to schools, training on interpreting analysis is completed Survey on the usefulness of analysis is completed

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I. STANDARDS & ASSESSMENT

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Objective 2.1: Beginning SY 2008-2009, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10 or the adopted norm-referenced test per year.

READING, LANGUAGE ARTS, AND MATH REFORM				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
I.2.1.30 Conduct a criterion-referenced test <u>Summative Evaluation</u>	Lead: Administrator, R P & E Support: Associate Superintendent, C & I	Funds to contract services	June 2011	Results of Evaluation is submitted to Superintendent for disposition
I.2.1.31 Develop implementation timeline for Reading, Language Arts, and Math reform program for elementary and middle schools	Lead: Assoc. Superintendent, C & I Support: Associate Superintendents, Elementary and Secondary schools; School Administrators	Existing Local and Federal Funds/External Evaluation Review/ Program Data	January to June 2008	Five (5) year Timeline Matrix
I.2.1.32 Implement the Reading, Language Arts, and Math reform program in the Elementary and Middle Schools for those students who have been identified	Lead: Elementary and Middle School Administrators Support: Assoc. Supt., C & I; Associate Superintendents, Elementary and Secondary schools	Existing Local and Federal Funding	SY 2008-2009 to SY 2012- 2013	School site class schedules; Site Review Summary; review summary; Quarterly Reports

I. STANDARDS & ASSESSMENT

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.1: Beginning SY 2008-2009, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10 or the adopted norm-referenced test per year.				
READING, LANGUAGE ARTS, AND MATH REFORM				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
I.2.1.33 Oversee the implementation of Reading, Language Arts, and Math reform program in those elementary schools that are in need of it; a) Provide technical assistance to schools; b) Identify additional training need; c) Collect data, report progress	Lead: Elementary and School Administrators Support: Assoc. Supt., C & I; Associate Superintendent, Elementary Schools	Existing Local and Federal Funding	Aug 2008- June 2013	School site class schedules; Site Review Summary; review summary; Quarterly Reports
I.2.1.34 Conduct training for appropriate program personnel	Lead: Associate Supt., C & I Support: School Administrators/Local Trainers/Program coordinators	Existing Local and Federal Funding/Off-island trainers/local cadre/Implementation Managers	June/September of SY 2008-2009 and every year after until SY 2012-2013	Training Schedule/attendance sheets

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I. STANDARDS & ASSESSMENT

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.1: Beginning SY 2008-2009, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10 or the adopted norm-referenced test per year.

READING, LANGUAGE ARTS, AND MATH REFORM				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
I.2.1.35 Conduct a comprehensive review/study of the Reading, Language Arts, and Math reform program implementation in the elementary schools	Lead: Administrator, R P & E Support: Associate Superintendent, Elementary Schools; Associate Supt., C & I	Program Data	Every Spring beginning SY 2008-2009 through SY 2012-2013	Comprehensive review report (report to include recommendations for improvement)
I.2.1.36 Procure Reading, Language Arts, and Math curricular materials	Lead: Assoc. Supt., C & I Support: : School Administrators, Site Coordinators, Supply Management Administrator, Joint Board Union Textbook Curriculum Committee	Student Placement for each program/ Requisitions Forms	Every March beginning SY 2008-2009 through SY 2012-2013	Purchase Orders for Textbooks and materials Material Receiving Report
I.2.1.37 Assign a full-time school site instructional coordinator for Reading, Language Arts, and Math reform program	Lead: Associate Supt. C & I Support: Administrator, Personnel Services; School Administrators	Vacancies/Applications	As Needed	Staffing Pattern/Personnel Action

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I. STANDARDS & ASSESSMENT

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.
Objective 2.1: Beginning SY 2008-2009, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10 or the adopted norm-referenced test per year.

READING, LANGUAGE ARTS, AND MATH REFORM				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
Ⅰ.2.1.38 Implement Reform Program Accountability Structure for elementary schools	Lead: Elementary School Administrators Support: Associate Superintendents, Elementary Schools; Associate Supt., C & I; Joint Board Union Textbook Committee;	Existing Local and Federal Funding/Monitoring Forms, Data Reporting Template	Every December, March, June and September, beginning SY 2008-2009 through SY 2012-2013	School Site Reports; District Quarterly Report; Weekly Status Report
Ⅰ.2.1.39 Identify student placement through the approved diagnostic testing instrument in reading, language arts, and math program for Elementary Schools	Lead: Elementary School Administrators Support: Assoc. Supt, C & I	Existing Local and Federal Funding/End of the year program validation test in Reading, Language Arts, and Math.	Every May, beginning 2008 through 2013	Listing by school of students who did not reach grade level proficiency and validity test results
Ⅰ.2.1.40 Provide Databases of student program placements of Elementary and Middle schools	Lead: Elementary and Secondary School Administrators Support: Site coordinators	Existing Local and Federal Funding/5th grade database	June 2008 and June of every year there after	Receipt of database by the middle school
Ⅰ.2.1.41 Conduct site visits to monitor compliance of reform Program implementation	Lead: Administrator, Federal Programs Support: Site coordinators	Existing federal resources	Beginning SY 2008-2009 through SY 2012-2013	Site Visit Summary Report

II. PERSONNEL QUALITY & ACCOUNTABILITY

GEPB Goal 3: All Guam Public School System personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities.

This section addresses goals and objectives relative to the quality of teachers, administrators and support personnel.

SY 2003 - 2007 Accomplishments (see Appendix H)

Currently (March 2008), there are 884 professionally certified teachers currently employed at the elementary level with only 119 positions vacant or filled with limited term teachers, 37 out of 700 (4%) in Kinder – 5th grade, 22 out of 104 (21%)in Chamorro, 2 out of 51 (4%) in SPED, and 7 out of 58 (12%) in ESL). This leaves the bulk of elementary teaching positions needed to be filled, and coming from Chamorro, SPED and ESL.

Further, teacher titles such as Guidance counselors have vacancies of 2 out of 22 (9%), and School Librarians, 9 out of 16 (56%).

In the secondary division (March 2008), there are 778 professionally certified teachers out of the 976 authorized positions. This is a 20% vacancy rate. While almost every subject area had vacancies the largest percentage were in the following respective areas: Language Arts: 25 out of 163 (15%), Reading: 10 out of 31 (32%), Math: 26 out of 115 (23%), Science: 34 out of 106 (32%), Social Studies: 15 out of 122 (12%), ESL: 2 out of 6 (33%), 6th grade (Middle School): 11 out of 63 (17%), and SPED: 18 out of 59 (31%). Further, teacher titles have the following respective vacancies: CRT: 6 out of 11 (55%), Guidance counselors: 20 out of 36 (56%), School Librarians: 7 out of 13 (54%), and School Health counselors: 3 out of 11 (27%).

Teacher Supply and Demand

With a population growth of 166% in the next five years, it is projected that student enrollment will increase proportionally from the current 33,000 to 55,000. This means that GPSS will need approximately 1,300 additional professionally certified positions.

The University of Guam (UOG) produces approximately eighty (80) new teachers a year. Recruitment and retention of students for teacher training programs must increase to ensure that the teacher needs are adequately met over the next several years.

The Guam Community College (GCC) also prepares students by beginning their studies in the area of education, such as Pre-School, Early Childhood, Head Start, and other areas geared towards the education field.

Teacher Entry Requirements

Recruitment, induction, and retention of qualified educators should reflect local standards and certification requirements. The *No Child Left Behind* (NCLB) initiatives reinforce the fact that the single most important factor influencing student achievement is highly qualified teachers in every classroom.

As of August 15, 2002, the Guam school district officially adopted the Praxis I: Pre-Professional Skills Tests for reading, writing and mathematics for initial teacher certification. Praxis I is used as an entrance requirement into university teacher education programs and a testing requirement for state teacher certification in over thirty (30) states. The test features

multiple-choice questions in the selected content areas and an essay. The Praxis I Test replaced the Guam Educators Test of English Proficiency (GETEP), which the school system used since 1990. Teachers who have already passed the GETEP are not required to complete the Praxis I.

The Praxis I test is required for new applicants seeking teaching certification after August 15, 2002. Applicants who have not successfully passed the GETEP must pass the Praxis I. All applicants for a professional teaching certificate must meet the minimum Praxis I cutoff scores established for Guam, which was validated by the Educational Testing Service in cooperation with local educators.

Effective September, 2002, initial teaching applicants must have completed the Praxis I test. The Praxis is administered on Guam and a fee is charged for the service. Test scores are sent to the GPSS Certification Office directly from the Educational Testing Service.

As of August 9, 2007, the Guam Education Policy Board amended the teacher certification/recertification policies that include the Praxis II as one of the district's required exams to meet specific certification requirements.

Teacher Recruitment

Local and Off-Island recruitment efforts to fill GPSS vacancies are on-going. Targeted for recruitment are: (1) School of Education undergraduates from UOG; (2) undergraduate or graduate students majoring in high need content areas who have not indicated an interest in teaching; and, (3) Qualified off-island teachers; and (4) mid-career changers.
Recruitment and retention strategies include incentives and bonuses or subsidizing the costs of relocation. For off-island teachers, it may be necessary to offer paid one-way air fares

to come to Guam. Short term and long term recruitment initiatives are described below.

To attract the best and the brightest, bonuses will be awarded to teachers new to the profession who graduate with a grade point average of 3.5-4.0, upon becoming fully certified to teach in the public schools. A time period limitation that requires the applicants to have graduated within the past three years at the time of application could be imposed.

To encourage prospective teachers to major in the shortage areas declared by the district, bonuses will be awarded to teachers new to the profession who graduate with majors in the identified shortage areas and who meet full certification requirements. Bonuses for teachers who have double majors in core content areas, as in math and science for example, will also be awarded.

Recruitment initiatives will be established to include but not limited to the following:

- Develop an on-line application process for prospective teachers that are user-friendly
- Upgrade the personnel management information system to enable it to accurately report on a quarterly basis, the status of certification of all persons hired to teach so that gaps can be filled immediately and projection of shortages made in time to meet recruitment timetables
- Send recruitment teams to job fairs or, as an alternative, contract recruitment agencies off-island that specialize in teacher recruitment to assist the department in its teacher recruitment effort
- Provide incentives to attract off-island teachers to Guam such as one-way paid airfare and payment for shipment of household effects

- Increase the number of reciprocity agreements between state licensing agencies and the Guam Public School System to make state certification transferable to Guam
- Join national and international recruiting groups and other related professional organizations
- Implement revised recruitment framework: Based on current trends in the recruitment industry, digital/electronic interface is an efficient, cost-saving approach to creating an applicant pool. Basically it involves the following:
    - Digitally record interview of applicant (off-island)
    - Allow administrators to view candidates electronically
       and make a selection (on-island)
    - Allow for video conferencing with applicant as needed
    - A data bank of applicants will be stored electronically by content area
- This approach is becoming the industry standard for job search services. Our location and budget constraints make this system of hiring both desirable and feasible. This will eliminate the need to use funds to send school administrators off-island just to interview potential applicants.
- Implement revised recruitment framework: Recruitment coordinator will take proactive steps to sustain teacher applicant pool with the following activities:
    - Interact with local state approved universities to promote recruitment efforts
    - Membership in *School of Education (SOE) Advisory Council*
    - Work closely with *Antonio Yamashita Educator Corps* (local teacher scholarship program)
    - Be up-to-date with local certification requirements.

- Work closely with Certification Office to ensure credentialing of qualified teachers
- Recruitment coordinator and key personnel to visit teacher prep colleges/universities
- Recruitment coordinator and key personnel to attend recruitment conferences/training
- Join national recruiting organizations and related associations
- Implement *document management system* to track/store teacher applicant files
- Provide Recruitment Office with essential personnel and equipment

To meet long-term needs, the development of future teachers must figure into the recruitment design. Programs to encourage students to seriously consider teaching as a profession can begin as early as middle school.

Teacher Retention

A mentoring program for new teachers is currently being piloted. This full time-release pilot program applied standards that are described as best practices of successful mentoring programs. The district has accomplished the following tasks for this program:

- Established minimal qualifications of mentors - seven (7) years of teaching experience, certified in assigned teaching area, and a positive teaching evaluation
- Matched mentors with mentees (how surveyed beginning teachers wanted to be identified) according to level and content area to the greatest extent possible
- Focused support around Beginning Teacher Competencies in Planning, Instruction, Management, and Professional Development

- Facilitated Mentor Academies where skill building for effective mentoring is provided to mentors, school administrators, and central office educators
- Provided graduate coursework for mentors and mentees in teaching and learning as beginning teachers

Fourteen (14) full-time release mentors supported eighty-six (86) teachers in their first, second, and third year of teaching throughout. As a result of this work, 100% of these teachers are remaining in the teaching profession.

The district is implementing a full-time release program which

- Establishes goals for the mentoring program that: makes new teachers feel more comfortable in their teaching; Helps new teachers become more familiar with the culture of the school; Offers curricular support; orients new teachers to the realities of teaching; supports new teachers as professionals
- Develops an application process for selecting exemplary mentor teachers
- Delineates the responsibilities of the mentor teacher; provide mentor training
- Compensates mentors for time spent guiding new teachers
- Monitors and evaluates the effectiveness of the program

For incumbent teachers, activities to enhance their satisfaction so that they will stay in the teaching profession include:

- Rewarding incumbent teachers in critical shortage areas to be paid an annual bonus as an incentive to remain in their area

- Rewarding teaching excellence by providing rewards and incentives, including financial incentives, to teachers whose students, especially low-achieving students, demonstrate improved academic achievement as assessed by external and objective tests, which may include standardized tests
- Providing mini-grants (based on availability of funds) to teachers to try new methods
- Implementing teacher recognition programs

National Board of Professional Teaching Standards Certification financial and technical support has been provided to three (3) teacher candidates. Support is available for other teacher candidates.

Working together, the School District and the Guam Federation of Teachers (GFT) shall refine and further develop the newly piloted mentoring program and induction program.

Teacher Professional Development

Teacher satisfaction can also be enhanced through better opportunities for training and professional development. Studies have shown that the top reason teachers remain in teaching is the satisfaction they get from seeing their students learn and grow. High quality professional development programs will provide teachers with the knowledge, skills, and tools they need to become better teachers, so that they can make a positive impact on their students' academic achievement. When teachers feel that they are making an important difference in the lives of their students, they are more likely to remain in the profession. High quality professional development for teachers must have as its outcome improved achievement of all students.

The formulation of professional development programs and activities will be guided by standards developed by the National Staff Development Council (NSDC):

- Organizes adults into learning communities whose goals are aligned with those of the school and district
- Requires skillful school and district leaders who guide continuous instructional improvement
- Requires resources to support adult learning and collaboration
- Process Standards
- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement
- Uses multiple sources of information to guide improvement and demonstrate its impact
- Prepares educators to apply research to decision making.
- Uses learning strategies appropriate to the intended goal.
- Applies knowledge about human learning and change
- Provides educators with the knowledge and skills to collaborate
- Content Standards
- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately

- Provides educators with knowledge and skills to integrate technology resources and systems into curricula, instruction, and assessment

The district facilitates annual training where school teams of teachers and school leaders are trained on NSDC standards.

Professional development programs will be developed and reviewed to ensure that they:

- Address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency
- Equip teachers with the tools to improve student behavior in the classroom and identify early and appropriate interventions
- Provides examples on how to involve parents in their child's education, especially parents of students who are at-risk of failure
- Teach how to use data and assessments to improve classroom practice and student learning
- Use technology to enhance their productivity and professional practice aligned with the Guam Teacher Professional Standards
- Upgrade teaching skills as it relates to the standards for model teaching developed by Interstate New Teacher Assessment and Support Consortium (INTASC)
- Offer financial compensation to teachers for professional development that occurs outside of their working hours
- Assess professional development programs to ensure they are assisting in helping students improve their learning

Working together, the School District and the GFT shall refine and further develop Teacher Professional Development program.

Teacher Evaluation and Accountability

A new and improved teacher evaluation model that reflects standards-based teaching is needed to replace the Professional Teacher Evaluation Program (PTEP) that is ten years old. The district adopted a standards-based curriculum with specific content standards and performance indicators; however, the current teacher evaluation does not require teachers to demonstrate their knowledge of the standards or their ability to effectively implement them in their classroom instruction.

A Board Union PTEP committee is currently working to address and improve the PTEP which will include and take into account educational best practices, NCLB requirements, and the Guam Adequate Education Act.

Teacher Professional Education

The education of teachers must be brought into closer alignment with contemporary demands and conditions in our schools, and responsive to the changing profiles of students.

This means prospective teachers must be firmly committed to the belief that all students can be successful learners and be prepared to meet the diverse needs of students in a multicultural and ever changing society. Teachers must learn to apply new technologies and other instructional techniques adopted by schools. Future teachers must have a solid liberal arts background and be highly knowledgeable in their content

or specialty areas. At the same time, their professional education must be more clinical and less theoretical in focus. By doing this, teachers become learners, shapers of curriculum, and leaders.

Improving collaboration between the district, schools, and the UOG professional teacher preparation program is occurring through ongoing partnership meetings between the GPSS and the School of Education. The District Action Plan will offer clear guidance for cooperative planning about how teacher candidates can be better prepared to meet the challenges of teaching.

School Administrator Quality and Professional Development

Currently, there are 25 professionally certified elementary administrators out of 32 authorized positions, and 11 professionally certified secondary administrators out of 28 authorized positions.

Administrator Performance Standards have been developed by school communities, are adopted by the Guam Education Policy Board, and are aligned with leadership standards.

Professional development programs for School Administrators must be of the same high-quality and rigor as those for teachers. To be effective, staff development for School Administrators must be on-going, job embedded, and focused on student achievement. School Administrators should be provided opportunities to share and solve problems with colleagues that address specific instructional challenges such as reading, language arts, and math. Professional Development for School Administrators must also include:

- Interpersonal skills

- Working with teachers to improve their instruction
- Reviewing student work
- Collecting and analyzing student performance data
- Reporting performance results on a school-wide basis
- Integrating appropriate technology to ensure curriculum, instructional strategies are utilized to maximize learning and teaching and apply technology to improve their professional practices and increase productivity

The above factors, combined with professional development will enhance the school administrator's capacity to provide instructional leadership.

School Administrator Evaluation and Accountability

In light of the demand for skillful School Administrator leadership, an evaluation system will be created specifically for School Administrators that seek to measure the knowledge, dispositions, and performances as defined for by ISLLC standards. The evaluation system will incorporate a review of the progress the school has made under the School Administrator's leadership by improving academic achievement as documented by standardized test scores, and other related student achievement data. In addition, a portfolio will be required of School Administrators that will include evidence of having met the standards. Specific activities to improve School Administrator quality and provide high quality professional development include:

- Establishing School Administrator's academies to assist new and incumbent school administrators in becoming highly skilled instructional leaders and educational program managers

- Organizing School Administrators specialized institutes that focus on specific instructional programs and practices such as teacher evaluation, block scheduling and looping
- Developing and implementing a School Administrator evaluation based on the ISLLC standards
- Establishing a support network for School Administrators that focuses on sharing problems and solutions as it relates to instructional and school improvement and that provides time and resources for visiting schools to witness leadership practices that enhance teacher collaboration and student achievement
- Providing incentives for school administrators who have been successful in improving the academic achievement of students in schools where they serve as school administrators for at least five years. The student achievement should be documented by objective student data.
- Offering teachers incentives to pursue a degree in school administration

Support Staff and Non-Certificated Employee Professional Development and Training

Quality training for professional growth and job enhancement is equally important for support staff and non-certificated employees. Coordination will be made within the department, other government agencies, and the private sector to provide employees with the needed training. The professional development and training that will be job related will focus on basic, advance and technical training for all employees. Supervisors, school administrators and division heads will allow these employees the opportunity to participate in the scheduled training.

Working together, The School District and the GFT shall refine and further develop Support Staff and Non-Certificated Employee Professional Development and Training program.

DISTRICT ACTION PLAN
March 2008

II. PERSONNEL QUALITY & ACCOUNTABILITY

GEPB Goal 3: All Guam Public School System Personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities.

Objective 3.1 Beginning SY 2008-2009, GPSS will increase the percentage of fully certified personnel by at least 5% each year.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
II.3.1.1 Update recruitment and retention program for certified personnel	Lead: Administrator, Personnel Services Support: Certification Officer; School Administrators	Consolidated Grants and/or related programs; local funding	March 2008 -September 2008	Recruitment and retention plan; project application approval; line item budget approval; fast track certification programs
II.3.1.2 Develop and implement comprehensive mentoring and induction program	Lead: Administrator, Personnel Services Support: Assoc Superintendents, Elem. And Sec. schools; President, GFT;	Local and federal funding. Mentoring guidelines and methods	August 2006 - On-going	Adoption of certification policy by GEPB that requires mentoring for beginning teachers; mentoring program action plan
II.3.1.3 Evaluate Teacher Preparation Program	Lead: Administrator, Personnel Services Support: Certification Officer	Local and/or federal Funding	July 2008 - August 2009	Assessment results

II. PERSONNEL QUALITY & ACCOUNTABILITY

GEPB Goal 3: All Guam Public School System Personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities.				
Objective 3.1 B Beginning SY 2008-2009, GPSS will increase the percentage of fully certified personnel by at least 5% each year.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
II.3.1.4 Revise/update/ develop school administrator standards, evaluation instrument	Lead: Certification Advisory Council Support: Associate Superintendents, Elem. & Sec schools; School Administrators	Local and/or federal funding.	October 2005 - September 2008	Adoption by GEPB; administrators evaluation instrument
II.3.1.5 Revise/update/ develop school administrator certification/re-certification requirements	Lead: Certification Advisory Council Support: Certification Office, Associate Superintendents, Elem. & Sec. schools; School Administrators	Local and/or federal funding and Certification Office	October 2005 - September 2008	Revised Administrator certification/re-certification requirements; adoption by GEPB
II.3.1.6 Provide training workshops and professional development opportunities to support school administrators	Lead: Administrator, Personnel Services Support: Associate Superintendents, Elem. & Sec. Schools; Administrator, Federal Programs; Associate Supt., C & I	Local and/or Federal funding	August 2008 - June 2013	Sign-in Sheets; Other evidence to justify attendance; Change in practices and behaviors

II. PERSONNEL QUALITY & ACCOUNTABILITY

GEPB Goal 3: All Guam Public School System Personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities.				
Objective 3.2: Beginning SY 2008-2009, GPSS will maintain the number of personnel participating in "high quality" professional development at no less than 95% each year.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
II.3.2.1 Centralize all staff and professional development efforts under Personnel Division	Lead: Administrator, Personnel Services Support: School Administrators, Teachers; Federal Programs	Personnel Budget; legal counsel; Personnel and Federal Programs staff	January 2008 - Ongoing	Adoption of policy by GEPB
II.3.2.2 Assign training and professional development staff	Lead: Administrator, Personnel Services Support: Assoc Supt., C & I	Local & Federal Funding	August 2008 (SY 08-09)	Personnel Action, Notice of Assignment, Personnel transfers
II.3.2.3 Develop GPSS policy and plan for the Professional Development of certified personnel based on NSDC standards	Lead: Administrator, Personnel Services Support: Associate Superintendents, Elem. & Sec., and SPED.; School Administrators,-President, GFT	Local & Federal funding; Personnel and Federal Programs staff School-level staff	August 2008 (SY 08-09)	Adoption of policy by GEPB; professional development plan; needs assessment survey results; training schedules
II.3.2.4 Implement staff development program for support staff and non-certificated positions	Lead: Administrator, Personnel Services Support: Certification Officer	Local or Federal Funding	January 2008 – January 2011	Personnel Action and Notice of Assignment

II. PERSONNEL QUALITY & ACCOUNTABILITY

GEPB Goal 3: All Guam Public School System Personnel will meet high standards for qualifications and on-going professional development and will be held accountable for all assigned responsibilities.				
Objective 3.3 Beginning SY 2008-2009, GPSS will maintain the number of certified teachers by content area at no less than 95% each year.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
II.3.3.1 Implement newly adopted teacher standards	Lead: Associate Superintendents, Elem. & Sec. Schools Support: School Administrators, Teachers	Local & Federal funding; C&I staff, school-level staff	July 2006 - ongoing	PTEP – Professional Teacher Evaluation Program
II.3.3.2 Revise/update teacher evaluation instrument	Lead: Joint Board Union PTEP Committee Support: School Administrators, Teachers	Local & Federal funding, staff	July 2006 - ongoing	PTEP – Professional Teacher Evaluation Program
II.3.3.3 Collaborate with Institution of Higher Education (IHE) on the development of Alternative Route (AR) to certification	Lead: Certification Advisory Council Support: Certification Officer; Administrator, Personnel Services	UOG/SOE, YEC Director, Certification Officer, Personnel Services Administrator	February 2006 - ongoing	Alternative Route certification requirements, GEPB adoption
II.3.3.4 Develop standard operating procedures for automated teacher placement and assignment	Lead: Data Processing Manager, FSAIS, Administrator, Personnel Services Support: Certification Officer, Associate Superintendents, Elem.& Sec. Schools; School Administrators	School Administrators	SY 2008-2009	SOP; adoption by GEPB; teacher placement reports

III. FEDERAL, STATE, & LOCAL PROGRAMS

GEPB Goal 2: All Guam Public School System students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.

Several programs within the Department are in alignment with the District Action Plan. Others have been adjusted to integrate DAP activities into their current or planned activities. The purpose of bringing federal, state, and local programs under the umbrella of the District Action Plan is to avoid duplication of efforts and to better coordinate the energy and resources needed to reach a common goal. Descriptions of those programs follow.

No Child Left Behind (NCLB) Act and Congressional Declaration of Policy Respecting "Insular Areas"

In order to minimize the burden caused by existing procedures for grant-in-aide programs, the U. S. Congress allowed Guam and other Insular Areas to consolidate grants under Title V, Part A-State Grants for Innovative Programs. Title V-A provides formula grants to State Agencies for Local Education Agency uses in (please see Appendix F (b) Title V-A Uses of Funds by LEAs):

- Education Reform and School Improvement
- Teacher Quality, Professional Development, and Class-Size Reduction
- Parental Options
- Technology and Educational Materials
- Students with Special Needs
- Literacy, Early Childhood Education, and Adult Education
- Community Service and Community Involvement
- Health Services

Chamorro Language Program

SY 2003 - 2007 Accomplishments (see Appendix H)

The Chamorro Studies & Special Projects Division provides Chamorro Language and Culture instruction to all students from grades K-12th. The main mission is to ensure the provision of effective language and culture instruction that will revive, maintain, and perpetuate the language as well as to protect, promote, and to practice its usage. Chamorro Language Content Standards and Performance Indicators were developed for all grade levels which focus and identify language skills and integrated instruction aligned with that of the established English curriculum language skill through listening, speaking, reading, and writing. Grade level syllabi along with unit lessons, activities, and assessments have been developed and aligned with the Content Standards and Performance Indicators. Student, teacher, and parental training are other activities of the program. The plans are underway for the implementation of a cultural arts program into the curriculum and into the Chamorro Studies & Special Projects Division.

After School Program

Guam Public School System After School Program (ASP) is designed to provide high quality supervision after school to elementary school-age children whose parents work or are full time students, and to provide educational enrichment through activities in four categories:

- Academically related education
- Physically active activities
- Hands-on activities
- Quiet time and play activities

The teachers' salaries, supplies, materials, equipment and activities are supported by Federal funds and quarterly

assessment fees (known as Program Income). Students who failed or are "at-risk" of failing reading, math, and/or language arts are given priority placement in the program.

Head Start Program

SY 2003 - 2007 Accomplishments (see Appendix H)

The Guam Head Start Program is based on the belief that all children share certain needs and that children of income-eligible families, in particular, can benefit from a comprehensive child development program geared to meet the individual needs of each child and his/her family. The Guam Head Start Program serves preschool age (3-5) children of income-eligible families and children with special needs. It is administered locally by the Guam Public School System and is funded federally by the Office of Headstart, Administration for Children, Youth and Families (ACYF) of the United States Department of Health and Human Services, located at region IX, San Francisco, California. The Government of Guam also provides local funding to the program. In cooperation with local agencies and in compliance with federal guidelines, the Head Start Program assists the Head Start child and his/her family in obtaining health, dental, nutritional, psychological, social, and educational services.

The Head Start Program strives to bring about a greater degree of social competence in children and families. Social competence, the child's everyday success in dealing with both the present environment and later responsibilities in school and in life, takes into account the relationship of cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that help a child achieve success.

As required by Head Start Performance Standards, each child registered for the Head Start Program is given a variety of assessments which include but is not limited to: developmental assessment (skill areas of motor, cognitive, language, self-help, social development, sensory, medical, dental, nutritional and behavioral assessments. These assessments provide baseline information to the program, and are the beginning process of on-going assessments in which program staff individualizes lessons and writes goals and objectives for each child and family. This information may also be used for referrals as needed for additional evaluation and/or services. This process is closely linked to the performance standards and the curriculum used by the program

The Head Start Child Outcomes Framework, developed by the Office of Head Start, is intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children and in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. The framework is composed of eight (8) general domains, twenty-seven (27) domain elements and ten (10) examples of more specific indicators of children's skills, abilities, knowledge, and behaviors. Child Performance Outcomes list the following domains: language development, literacy, mathematics, science, creative arts, social/emotional development, approaches to learning and physical health & development. Although each domain has several indicators, there are thirteen required tracking indicators which must be documented and analyzed at the end of each program year. This information is used to address specific strengths and weaknesses of the program. The Head Start outcomes do align with the DPHSS (Department of Public Health and Social Services) Early Learning guidelines and the Kindergarten content standards and performance indicators.

All Head Start teachers are certified with the minimum of an early childhood certificate. Continuing education has been supported by the Head Start Act. At this time, fifty percent (50%) of Head Start staff have an associate degree and several are working towards a bachelor's degree in early childhood education. By 2013 the Office of Head Start expects fifty percent 50% of our teachers to have a BA/BS in Early Childhood. Program staff are provided with a minimum of 40 hours of training each year. Training focuses on individualization and curriculum, however, other topics are provided as requested by staff. When possible, program staff are sent to off-island training to return as trainers/mentors to their peers. In the area of literacy, the Head Start Program collaborates with literacy programs on island.

Head Start parents are directly involved in policy and decision making for the program, both in the classroom and island-wide. At each classroom, parents meet monthly to discuss classroom activities, lessons, issues and concerns. At the island level, the Guam Head Start Policy Council (a representative from each classroom) has a shared decision-making role with the Guam Education Policy Board (Governing Body) in the areas of budget preparation, grant application, program planning, and other program decisions as listed in the performance standards.

The goals and objectives of the Head Start Program are based on the results of the community needs assessment and review of other program assessments. The program's performance standards 45 CFR 1301 - 1311 and the Head Start Act guide program activities and grant requirements.

English as a Second Language (ESL) Program

The ESL program is designed to address the needs of students who enter school lacking effective communication skills in English: listening, speaking, reading, and writing. The program also gives attention to promoting the higher thinking skills and makes every effort to integrate these students into the regular classroom and curriculum after properly assessing their English language proficiency to ensure that they will succeed in and out of the classroom.

The Guam Public School System's Language Arts Standards includes standards for reading. The ESL program incorporates and implements the use of these standards to develop the students' ability to reach a level of English language proficiency. The standards are the same but the instructional strategies are modified to meet the learning needs of second language speakers. Because the focus of the ESL program is on developing communication skills, Language Arts and Reading are highly emphasized.

To help English language learners grasp the curriculum, schools may adopt sheltered content programs at the secondary level, or pullout or self-contained programs at the elementary level. These programs are structured around academic content, cultivating English fluency and mastery of core subjects using English as the medium of instruction. The emphasis is on the four communication skills of reading, writing, listening, and speaking which are also the four core standards of Language Arts.

School-Based Summer Programs

SY 2003 - 2007 Accomplishments (see Appendix H)

For students who need more than the normal nine-month school year to learn and master their academic skills, the school-based summer program is an opportunity for them to attend high-quality academic programs. This program began in the summer of 1993 with only five schools and 326 students.

Over the past five years, approximately 6,000 students have attended summer school each year. The summer program has been redesigned to meet the goal and objectives of the District Action Plan. Schools must now enroll at least eighty percent (80%) of participating students based on their academic performance in reading, math, and language arts in the SAT-9/SAT-10 norm referenced tests, teacher-made tests, or other assessment or diagnostic instruments.

Enrollment priority is as follows:

- Students who are two or more grade levels below their grade in reading, math, or language arts
- Students who scored at levels 1 and 2 in SAT10 reading, math or language arts
- Students who scored below the 30th percentile in the SAT10 reading, math, or language arts
- Students who are averaging a D or lower in reading, math, or language arts

Thus, individual summer school programs must be designed to improve academic skills in reading, math, or language arts, and they must be highly responsive to the needs of the at-risk students who have failed in these areas.

Special Education (SPED)

The Special Education division will continue providing professional development support to teachers by sponsoring the Saturday Workshop Series. Courses are offered at reduced costs to teachers, and include the subject priority areas of reading, math, and language arts, in addition to science courses. Teacher workshops focus on implementing best practices for the inclusion of students with disabilities in the general education curriculum, and practical application in a classroom setting.

Direct support to schools will continue programs that are scientifically researched –based. The support will include but not limited to the following:

- Training for instructional techniques/strategies as requested by individual school sites
- Positive Behavioral Supports System
- On-going technical assistance and support for all schools
- Review of research/program components
- Inclusive Practices

School-Level Training

Other school-level training and support activities for elementary and secondary schools include: Training for Consulting Resource Teachers at school sites; Staff development training as requested by school sites on such topics as: Individualized Education Plan, behavior management, autism, and the roles and responsibilities of new teachers in regards to special needs students.

For parents, training is being provided on accessing the world wide web. Also, an informational resource bank for parents on various educational issues is being maintained. School aide training is just as important as teacher training. Staff development for this important group of care-givers is ongoing. Many workshops designed for school aides have included such topics as: autism, alternative therapies, learning disabilities, behavior management, social skills training, and effective utilization of school aides.

Opportunities for educational advancement are continuously offered to school aides.

Gifted and Talented Education (GATE) Program

The GATE Program is an enrichment program designed for identified students and other high achievers to promote independent learning through a curriculum emphasizing divergent and critical thinking, creativity, affective education, and creative problem solving. Programs include the GATE Academic Pre-school Program, GATE Academic Elementary Program, GATE Computer Literacy Program, GATE Visual and Performing Arts (VPA) Program and Special Events. Public Law 13-76 enacted in 1975, mandated the gifted education program for Guam's students in all public schools. GATE provides services to over 3,000 students (inclusive of private, non-profit) and is currently all of the 25 elementary schools with some of the middle schools. The middle schools provide specialized instruction offered in various subjects, including technology, offering a challenging curriculum for high achieving students. Parents of GATE students actively participate and support all of the programs offered.

GATE showcases students' creativity and talent through projects, displays and performances at a public venue. This annual event provides a public awareness of the program, as well as an enjoyment for the entire community. *"Pickled Papaya,"* is an annual publication. This booklet is a compilation of GATE academic students' best writings and GATE visual arts students' best artwork. Copies of *"Pickled Papaya"* are provided to the artists and authors in the publication. Additional copies are provided to school libraries and school administrators.

For the special events component students are provided opportunities to participate in local contests or major tournaments during after school hours or on Saturdays. Examples of such include Academic Challenge Bowl, Math Counts, Math Olympiad, and National Forensic League. The top Academic Challenge Bowl students and the top National Forensic League students are invited to compete at the national events each year.

The Visual and Performing Arts (VPA) program also occurs after regular school hours. Visual and performing arts enrichment courses, to include rehearsals and productions, occur at the GATE Theatre. The All Island Honor Choir is derived from the GATE elementary music classes. The VPA showcases the island's best talent resulting in numerous productions which brings significant accolade and service to the community at-large.

Annually a Professional Development Plan is designed to meet the needs of the program teachers. In conjunction, professional development is provided regularly by the Project Director and other resources to program teachers, to continually increase their effectiveness in challenging their high achieving program students.

III. FEDERAL, STATE & LOCAL PROGRAMS

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.3: Beginning School Year 2008-2009, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)

Chamorro Language Program (i.e. Chamorro Studies)

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
III.2.3.1 Continue the mandate implementation of the indigenous language to proficiency, for all grade levels based on GPSS Content Standards and Performance Indicators	Lead: Administrator, Chamorro Studies & Special Projects (CSSPD) Support: CSSPD School Program Consultants, graphic artist,	Existing local resources	August 2008 - June 2009	Implementation review results by program teachers, school program consultants, and graphic artist
III.2.3.2 Coordinate and facilitate professional development and specialized training for program teachers and parents of program students	Lead: Administrator, CSSPD Support: CSSPD School Program Consultants, program teachers, graphic artist	Existing local resources	August 2008 - June 2009	Compilation of data collection, developed materials, and evaluation reports by attendees of professional development and specialized training
III.2.3.3 Develop a cultural arts program into the CSSPD (Visual & Performance)	Lead: Administrator, CSSPD Support: Administrator, Personnel Services Division; Associate Superintendents, Elementary & Secondary; Associate Superintendent, C & I	Existing local resources	August 2008 - June 2010	Cultural Arts program implementation plan
III.2.3.4 Monitor and conduct teacher observations/on-site visits to assist administrators, teachers and schools in program implementation and effective in instructional strategies	Lead: Administrator, CSSPD Support: CSSPD School Program Consultants, program teachers	Existing local resources	August 2008 - June 2009	Observation summary reports, site visit summary reports

III. FEDERAL, STATE & LOCAL PROGRAMS

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.
Objective 2.3: Beginning School Year 2008-2009, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates.   (Local, State and Federal Mandates)

After School Program (ASP)				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
III.2.3.5 Continue the ASP for students who are at-risk of failing reading, mathematics and language arts	Lead: School Administrators Support: Program Coordinators ,Teachers and school support personnel	Existing local & federal resources	August 2008 – June 2009	Teacher Personnel Actions forms; stipend payment requests; quarterly statistical analysis (20% minimum of the total school population); updated ASP guidelines (to include scholarship students)
III.2.3.6 Conduct school site visits to assist schools in effective program implementation activities	Lead: School Administrators Support: Program Coordinators , Teachers and school support personnel	Technical Assistance provided by Federal Programs Division State Program Officers	August 2008 – June 2009	Site Visit Summary Report submitted to Program Managers

III. FEDERAL, STATE & LOCAL PROGRAMS

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.3: Beginning School Year 2008-2009, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)				
Head Start Program				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
III.2.3.7 Ongoing implementation of the Head Start Program within GPSS, most particularly in elementary schools, to be in compliance with local and federal mandates	Lead: Program Director Support: Governing bodies, GPSS/School Administrators, Head Start teaching staff, Content Area specialists, and program staff	Lead: Program Director Support: Governing bodies, GPSS/School Administrators, Head Start teaching staff, Content Area specialists, and program staff	August 2008 – ongoing	Screening results/scores; monitoring notes; referrals to other resources; student progress reports by program, by center and by individual child; National Reporting System documents (if part of the Head Start Program mandates); Family Partnership Agreements; parent attendance/ participation and volunteer logs
III.2.3.8 Coordinate and facilitate professional development for Head Start Program personnel to meet local and federal mandates	Lead: Program Director Support: All Head Start teachers and staff	Community Partners	August 2008– ongoing	Professional development training schedule and attendance data; Individual professional development plans
III.2.3.9 Conduct site visits to assist schools in effective program implementation activities	Lead: Program Director Support: Content Area specialists, Program support staff; all Head Start teachers and staff	Existing local & federal resources and mandates	August 2008 – ongoing	Site Visit Summary Reports

III. FEDERAL, STATE & LOCAL PROGRAMS

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.	

Objective 2.3: Beginning School Year 2008-2009, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)	

English As A Second Language (ESL) Program				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
III.2.3.10 Continue implementation of the English as a Second Language (ESL) Program to assist identified program students to advance proficiency levels in language acquisition and development	Lead: Associate Superintendent, C & I Support: ESL School Program Consultant and ESL (English as a Second Language) Coordinators and teachers	Existing local resources and technical assistance provided by Federal Programs Division State Program Officers	August 2008 – ongoing	Summary of Language Assessment Scale (LAS) scores, other program summary reports
III.2.3.11 Collect and review end of year school Summary Reports	Lead: Associate Superintendent, C & I Support: ESL School Program Consultant; School program personnel	Existing local resources	August 2008 – ongoing	Compilation of all summary reports identifying areas of improvement needed
III.2.3.12 Conduct school site visits to assist schools in effective program implementation activities	Lead: Associate Superintendent, C& I Support: ESL School Program Consultant	Existing local resources	August 2008 – ongoing	Site visit Summary Report for all schools

III. FEDERAL, STATE & LOCAL PROGRAMS

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.	
Objective 2.3: Beginning School Year 2008-2009, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)	

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
		School Based Summer Programs		
III.2.3.13 Continue implementation of the summer programs district wide in order to align with the goals and objectives of both local and federal mandates	Lead: Associate Superintendents, Elem. & Sec. Schools; Program Managers Support: School Administrators, Summer School Coordinators and other school personnel	Technical Assistance provided by Federal Programs Division State Program Officers to Program Managers	August 2008 - ongoing	Revised summer program guidelines; school site applications submitted to Program Managers at each appropriate division; approved project applications;
III.2.3.14 Collect data and prepare the data collection and evaluation reports for Program Managers	Lead: Administrator, Federal Programs Support: School Administrators, Summer School Coordinators and other school personnel	Technical Assistance provided by Federal Programs Division State Program Officers and respective Program Managers	June 2008 - ongoing	Compilation of data collection and evaluation reports for participating schools to determine improvement in student achievement in Reading, Math and Language Arts
III.2.3.15 Conduct site visits to assist schools in effective program implementation activities	Lead: Administrator, Federal Programs Support: State Program Officers as monitors	Federal Programs Division staff	July 2008 - ongoing	Site Visit Summary Reports submitted to Program Managers

III. FEDERAL, STATE & LOCAL PROGRAMS

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.3: Beginning School Year 2008-2009, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)				
Special Education (SPED)				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
III.2.3.16 Continue district wide implementation of the Annual Performance Report to align with the goals and objectives of both local and federal mandates	Lead: Associate Superintendent, SPED Support: Assistant Associate Superintendent, SPED; School Administrators, IEP Team members, Program Coordinators	Existing local & federal resources	August 2008 – ongoing	Quarterly reports, State Performance Plan, and Annual Performance Reports all posted on the GPSS website
III.2.3.17 Coordinate and facilitate professional development for SPED personnel and specialized training for parents of students receiving SPED services	Lead: Associate Superintendent, SPED Support: Assistant Associate Superintendent, SPED; Professional Development Coordinator and Parent Services Coordinator; Technical Assistants; Program Coordinators	Existing local resources and national resources	August 2008 – ongoing	Compilation of attendance data and evaluation reports by attendees of professional development training and parent services training
III.2.3.18 Conduct site visits to schools and program sites for effective program implementation activities	Lead: Associate Superintendent, SPED Support: Assistant Associate Superintendent, SPED; CRT/Technical Assistants; Program Coordinators	Technical assistance by Federal Programs Division	August 2008 – ongoing	Local education assistance compliance reports, federal monitoring reports

DISTRICT ACTION PLAN
March 2008

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.3: Beginning School Year 2008-2009, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates. (Local, State and Federal Mandates)				
Gifted and Talented Education (GATE)				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
III.2.3.19 Continue implementation of the GATE Program in pre-K to 12th grade (academic, Visual and Performing Arts (VPA), and special events)	Lead: GATE Project Director Support: School Administrators, all GATE teachers, coaches, judges and staff	Existing local resources and technical assistance provided by Federal Programs Division State Program Officers	August 2008 – ongoing	Quarterly progress reports; pre- school assessments; student progress reports; schedules of special events and attendance data; VPA student participation and attendance data; GATE Technology Plan
III.2.3.20 Coordinate and facilitate professional development for GATE personnel	Lead: GATE Project Director Support: All GATE teachers and staff	Existing local & federal resources	August 2008 – ongoing	Professional development training schedule and attendance data
III.2.3.21 Conduct site visits to assist schools in effective program implementation activities	Lead: GATE Project Director; Administrator, Federal Programs Support: All GATE teachers and staff; Federal Programs Division State Program Officers	Existing local resources and technical assistance provided by Federal Programs Division State Program Officers	August 2008 – ongoing	Site Visit Summary Reports

IV. HOME-SCHOOL CONNECTION

GEPB Goal 1: All Guam Public School System students will graduate from high school prepared to pursue post-secondary education on-or off-island or to assume gainful employment within the public or private sector.

GEPB Goal 2: All Guam Public School System students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.

Parents play a pivotal role in the ensuring that their children succeed in school. Research studies on parent involvement conducted over the past two decades have reached the same conclusion: parent involvement increases student achievement and self-esteem. Significant findings conclude that:

- Regardless of income, ethnic/racial background, or the parents' education level, student achievement goes up when parents are involved and the more involved the parent, the higher the student achievement.
- Students whose parents are involved receive good grades, perform well on tests, have higher graduation rates and better chances of going on to college
- Parents of disadvantaged children can help their children reach high standards by becoming involved in all aspects of their education
- Improving student achievement is not dependent on income or social status, but the extent to which that student's family is able to (1) create a home environment that encourages learning; (2) communicate high, yet reasonable, expectations for their children's achievement and future careers; and (3) become involved in their children's education at school and in the community

Parents will spend more time with their children over the course of their lifetime than teachers will. They are their children's first teachers and can play a positive role in the education of their children. By working together with the schools, parents can have an even greater influence. Parents can encourage their children to do their best, help them build their confidence and self-esteem, and reinforce skills being taught in the classroom. In designing parent involvement programs, the district will be guided by national standards in the same way that it has advocated the emulation of national standards in regards to curriculum, teacher and principal quality, and professional development. The National Standards for Parent/Family Involvement Programs were developed by the National Parent Teachers Association. The six standards are:

- Communicating. Communication between home and school is regular, two-way, and meaningful
- Parenting. Parenting skills are promoted and supported
- Student Learning. Parents play an integral role in assisting student learning
- Volunteering. Parents are welcome in the school, and their support and assistance are sought
- School Decision Making and Advocacy. Parents are full partners in the decisions that affect children and families
- Collaborating with Community. Community resources are used to strengthen schools, families, and student learning

The past learning modules of the FAST training has will be used for the training of parents. These include:
- Establishing learning rituals in the home
- Motivating your students
- Providing learning assistance in the home
- Monitoring your student's educational progress

The Superintendent will establish a Home-School Connection Task Force to ensure the implementation of the goal of achieving at least 2% increase in parental/guardian involvement.

Family-School Partnership

The focus of the Home-School Connection component is on the first standard. Frequent and meaningful communication is the basis of a solid home-school partnership. Not every parent has the time or the confidence to volunteer in the classroom, go on field trips or become members of parent organizations. A majority of parents will never actually set foot in the school building, nor will they attend workshops. Parents who have inadequate literacy skills are extremely hesitant to express their feelings to teachers and administrators who are very educated, and are leery of institutions in general. Parents whose children are failing or on the verge of failing are the least likely to attend conferences or visit the school. Schools must deal with this reality by reaching out to these parents, instead of waiting for them to make the initial contact. Telephone, fax, e-mails, or regular mail are still available. What is important is consistent two-way contact, though not necessarily face to face.

The district will encourage schools to promote effective and frequent two-way communication with parents by providing the means needed to create the environment that will facilitate that interaction.

This shall include:

- Installing telephone lines in areas easily accessible to teachers

- Establishing home-school communication centers, which may include, a variety of communication tools
- Creating a Parent webpage on the GPSS website
- Establishing a directory of parents' personal email addresses

Schools assume that once information is sent home with students, communication has taken place. To dispel that notion, schools must put in place a policy that defines two-way communication and follow it up with action steps. Effective two-way communication paves the way to meaningful parent involvement. It requires that teachers, administrators, and parents share ideas, give input, and solve educational problems together. Mutual benefit is derived from such a positive relationship.

Education Is Important! Campaign

The goal of the "Education is Important!" campaign is to provide parents or care-givers of the 32,000 students enrolled in our schools with information about how they can help their children be successful in school. An island-wide media and outreach campaign will be conducted to educate parents about the factors under their control that influence their children's chances of succeeding in school and the importance of: 1) good parenting skills, 2) reading and math to academic achievement, and 3) education in general. The assumption is that not all parents are provided with up to date research and information that will help them understand how they can help their children do well in school. Dissemination methods may include: TV and radio spots, print ads, website postings, notices posted in neighborhood stores, businesses and government offices, and mass mailings.

Comprehensive Parent/Family Involvement Program

By including home-school connection as part of its improvement efforts and focusing on two-way communication, the district has reflected its belief in the importance of parent involvement. However, a comprehensive parent involvement program and policy remains to be fully developed. The National Standards for Parent/Family Involvement Programs standards will serve as a basis for planning high quality programs and activities. The following steps are recommended to initiate the process:

- Establish a parent involvement committee to include parent and community representatives
- Review existing parent/family involvement policies, procedures, and programs, identify successful practices
- Review planned parent involvement programs in school action plans
- Research parent involvement models and practices that have been documented as successful in improving student achievement
- Develop a comprehensive parent/family involvement plan
- Draft a parent/family involvement policy
- Assign the coordination of a parent/family involvement program to a district office or administrator
- Identify immediate and potential financial resources
- Facilitate training for teachers and other staff
- Monitor effectiveness of plan; adjust accordingly

Parent Family Community Outreach Program

The Parent Family Community Outreach Program (PFCOP) exists to improve the communication between schools, parents, and community for all at risk students within the GPSS. Teams of social workers and community program aides will facilitate this process

The PFCOP began in school year 1993-94 with six pilot home base schools with high concentrations of FAS students. The main component of the PFCOP is the home base team that includes a social worker and a community program aide supervised by the school principal. The team is housed at a home base school and provides support to all the schools within the feeder system in which the home base school is located. The home base team operates through a referral system to provide social services to families by coordinating public services, providing information, and advocating for families. Additional resources, such as on-call interpreters/translators, are added to the team as needed.

The goals of the PFCOP home base team are:
- To provide social services to meet the holistic needs of students and their families thereby promoting educational success;
- To assist with the social transition of immigrant families and ensure that students meet school entry requirements;
- To encourage parents/guardians to participate in a meaningful way in their children's education;
- To facilitate and strengthen communication and interaction between families, school and community; and
- To empower and promote self-sufficiency in families

While PFCOP addresses the needs of FAS (Freely Associated States) students, the 2008-2013 DAP will expand to include the needs of all GPSS families.

To increase communication with parents/guardians in regards to student achievement, the current school performance report card will be provided to each parent/guardian of each school no later than the first quarter of each school year.

IV. HOME-SCHOOL CONNECTION

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.2: Using School Year 2008-2009 baseline data, each school will increase parent involvement every year by at least 2%.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
IV.2.2.1 Develop media and outreach campaign for language groups	Lead: GPSS Public Information Officer Support: Associate Superintendents, Elem.& Sec. Schools; Administrators, R P & E; FSAIS,Student Support Services Division, Technology Master Plan Committee	Federal or local funding to purchase video camera, digital camera, multimedia projector, projector screen, language interpreters, supplies, materials, computer equipment, media expenses, printing cost, Technology Master Plan	August 2008 – ongoing	Media messages produced and broadcasted Campaign print materials created and disseminated
IV.2.2.2 Create GPSS Quarterly Family Partnership Newsletter	Lead: GPSS Public Information Officer Support: Associate Superintendents, Elem.& Sec. Schools; Administrators, R P & E; FSAIS,Student Support Services Division, Technology Master Plan Committee	Federal or local funding to purchase supplies, materials, computer equipment, media expenses, printing cost, Technology Master Plan	August 2008 – ongoing	Copies of GPSS Quarterly Family Partnership Newsletters
IV.2.2.3 Develop and implement a GPSS Family Partnership webpage on the GPSS domain	Lead: GPSS Public Information Officer Support: Associate Superintendents, Elem.& Sec. Schools; Administrators, R P & E; FSAIS,Student Support Services Division, Technology Master Plan Committee	Federal or local funding to purchase supplies, materials, computer equipment, media expenses, printing cost, and maintenance of GPSS website Technology Master Plan	August 2008 – August 2009	GPSS Website Link to Family Partnership

IV. HOME-SCHOOL CONNECTION

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

Objective 2.2: Using School Year 2008-2009 baseline data, each school will increase parent involvement every year by at least 2%.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
IV.2.2.4 Establish a home school two-way communication system by installing telephone lines in areas easily accessible to teachers for classrooms not wired through E-Rate, and provide telephones for each classroom	Lead: Data Processing Manager, FSAIS Support: Associate Superintendents, Elem. & Sec. Schools; Administrator, R P & E; Associate Supt., C & I; Technology Master Plan Committee	Federal or local funding to purchase E-Rate telephone lines, equipment, telephone for each classroom, Technology Master Plan	August 2008 – August 2009	School based telephone logs Number of telephone lines and instruments Telephone lines are activated and telephones are available
IV.2.2.5 Develop a School Partnership Program	Lead: School Administrators Support: Parent Teacher Organizations; School Stakeholders; Administrator, Student Support Services Division,	Federal or local funding to purchase volunteer rewards	August 2008 – ongoing	School Partnership Plan for each school to include Head Start Guidelines and procedures
IV.2.2.6 Collaborate/ network with community resources to strengthen schools, families and student learning	Lead: School Administrators Support: Support Division Heads, Parent Teacher Organization, Administrator, Student Support Services Division,	Federal or local funding supplies and materials	August 2008 – ongoing	Directory of Community Resources Documents showing outreach to community resources

IV. HOME-SCHOOL CONNECTION

GEPB Goal 2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.				
Objective 2.2: Using School Year 2008-2009 baseline data, each school will increase parent involvement every year by at least 2%.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
IV.2.2.7 Develop a secured parent website to provide parental access via secured Internet connection	Lead: Data Processing Manager, FSAIS Support: Associate Supt., C & I	Federal or local funding to purchase and implement complete system (hardware & software) with training support; Internet connectivity & website presence	Begins as soon as system is purchased and training is made available	Secured system available to parents via internet access
IV.2.2.8 Implement a Parent-Family Community Outreach Program	Lead: Administrator, Student Support Services Division Support: School Administrators	Federal or local funding	August 2008 – ongoing	Established Community Outreach Teams
IV.2.2.9 Establish a Home-School Task Force to define the baseline data for Parental Involvement for all schools	Lead: Administrator, Student Support Services Division Support: Associate Superintendents of Elem. And Sec. Schools; President, GFT; PTA Parent Congress	Local and federal resources	August 2008 - ongoing	List of Home-School Connection Task Force Members Baseline data for Parental Involvement for all schools
IV.2.2.10 Provide parents with access to the Annual School Performance Report Card	Lead: Administrator, R P & E Support: Associate Superintendents of Elem. And Sec. Schools	Local and federal resources	By the end of 2nd quarter of every school year	Annual School Performance Report Card

V. EDUCATION INDICATOR SYSTEM

GEPB Goal 2: All Guam Public School System students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.

GEPB Goal 4: All Guam Public School System's school facilities will meet high standards for health and safety and provide optimal conditions for learning objectives.

GEPB Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

Education Indicator System

States, school districts, and schools are creating or exploring sets of indicators that can be useful in communicating the course of educational progress to parents, students, teachers, the public, and policy-makers. These indicators include test scores, demography, reports of absences, mobility, course taking patterns, numbers of credentialed teachers, school size, and other summaries of the day-to-day life and accomplishments of a school.

Some indicators, such as attendance and achievement test results, are expected to be directly under the control of schools or at least are intended to be outcomes for which schools are held accountable. Other indicators, such as the proportion of teachers with certification in the subjects they are teaching, are only marginally under the control of schools because they depend on larger system policies or financial considerations not controlled by the school. Still others, such as student demographics or student mobility, are clearly outside the control of schools.

The basic idea is that information is most useful when something can be done about it. Treating indicators that schools can change and ones that they can't on the same footing undermine the usefulness of the collection of indicators. To be useful, an indicator system needs to make clearer distinctions among types of indicators. A categorization of indicators into: (a) ones that schools are expected to change and for which they are to be held accountable; (b) ones that are influenced only indirectly by schools; and (c) ones that are clearly outside the control of the school, would enhance the usefulness of the indicator system.

The Guam Public School System indicator system is based on a combination of local and federal mandates, which are listed as follows:

Public Law 26-26: School Performance Reports

Public Law 26-26 describes the steps that must be taken to produce school performance report cards that contain information on student performance, student behavior and school characteristics. The applicable sections are:

Section 3105. Collection of Data and Production of School Performance Reports by Superintendent; Criteria for Grading Schools.

Public Law 26-26 states that:

(a) The Superintendent shall collect data and produce annual school performance reports containing information on student performance, student behavior and school characteristics

(b) (1) In consultation with representatives of parents, teachers and school administrators, the Board shall adopt, by rule, criteria for grading schools. Such criteria shall take into

account both overall performance and improvement in performance. A five (5) member evaluation team shall be appointed by the Board to assess every school. The Board shall appoint one member from each of the four school board election districts, and the fifth member shall be appointed from the Island-wide Parent Teacher Organization. The grades shall include classifications for exceptional performance, strong performance, satisfactory performance, low performance and unacceptable performance

(b) (2) The grades received by a school shall be included in the Annual State of Public Education Report

(b) (3) When a school is within the low performance or unacceptable performance classification in any category, the school shall file a school improvement plan with the Superintendent and with the Board

(c) The Superintendent shall notify the public and the media, and post on the Guam Public School System's website, *no later than* thirty (30) days following the end of the fiscal year. The school performance reports shall be available at schools and the Department's offices

The Superintendent shall also include notice that copies of school improvement plans can be obtained from the schools and the Department.

Chapter 3, Section 3106. School Performance Report Card.

(a) No later than thirty (30) days following at the end of each fiscal year, the Superintendent shall issue a School Performance Report Card on the state of the public schools and progress toward achieving their goals and mission.

(b) The purpose of the School Performance Report Card is to monitor trends among schools and progress toward achieving the goals stated in the mission statement.

The report on the state of the public schools shall be designed to:

(1) Allow educators and the community to determine and share successful and unsuccessful school programs;

(2) Allow educators to sustain support for reforms demonstrated to be successful;

(3) Recognize schools for their progress and achievements;

(4) Facilitate the use of educational resources and innovations in the most effective manner.

The report shall contain, but need *not* be limited to:

(1) Demographic information on public school children in the community

(2) Information pertaining to student achievement, including Guam-wide assessment data, graduation rates and dropout rates, including progress toward achieving the education benchmarks established by the Board

(3) Information pertaining to special program offerings

(4) Information pertaining to the characteristics of the school and school staff, including certification and assignment of teachers and the experience of the staff

(5) Budget information, including source and disposition of school operating funds and salary data

(6) Examples of exemplary programs, proven practices, programs designed to reduce costs or other innovations in education being developed by the schools that show improved student learning *and*

(7) Such other information as the Superintendent and the Board deems necessary

In the second and subsequent years that the report is issued, the report shall include a comparison between the current and previous data, and an analysis of trends in public education.

The Guam Education Policy Board initially adopted the education indicators and criteria for grading schools in October 2004. The criteria for grading was revised and adopted by the GEPB in September 2005.

The Annual School Performance Report Cards and the Annual State of Public Education Report have been developed using the adopted education indicators and criteria for grading schools.

P.L. 28-45: 14-Point Every Child Is Entitled To An Adequate Education Act

Public Law 28-45, Every Child Is Entitled To An Adequate Education Action, was passed to ensure that every child who is enrolled in GPSS is provided a free and appropriate public education within an environment that is conducive to learning. The mandate lists 14 points that defines "adequate education":

- A certified teacher for every class in a ratio established by relevant collective bargaining agreements
- Certified professional administrators
- Certified Guidance Counselors
- Certified School Health Counselors
- Certified Allied Health Professionals
- Adopted and required textbooks and workbooks issued to each public school student for the classes in which he or she enrolled
- Libraries, which meet the standards of the American Association of School Librarians, at each school, operated by certified Librarians
- Air conditioned and properly ventilated classrooms in which the sensible air temperature is no greater than 78 degrees F.

- Potable water sufficient to provide each student a daily ration of drinking water and washing water.
- A reliable supply of electricity.
- Proper sanitation to include flushable toilets, clean restrooms, dining areas in each school
- A healthful, safe, sanitary learning environment.
- 180 instructional days
- Bus transportation

Public Law 28-45 further sets the proportion by which schools must improve academic achievement as described below:

"Every Child is Entitled to An Adequate Education Act" Section 10. Guam Public School System. 5 GCA §3107. "Effectuate an increase in the percentage of the students at Level 3, which demonstrates solid academic performance as measured by SAT 10, by at least five percent (5%) each grade level per year until the Guam Education Policy Board's adopted goal of ninety percent (90%) at Level 3 in ten (10) years is reached."

IDEA 2004: State Performance Plan and Annual Performance Report (SPP/APR)

The Individuals with Disabilities Education Act, (IDEA, 2004) requires states and territories to develop a State Performance Plan, which describes how the quality of mandated special educational programs and services will be monitored. The mandate also requires states and territories to report progress on improvement activities and measurable targets stated in the SPP through the Annual Performance Report (APR). The APR is comprised of 20 performance indicators. GPSS is required to submit a report on 18 of the 20 performance indicators annually:

- Annual Graduation Rates
- Dropout Rates

- District-wide Assessment
- Suspensions/Expulsions
- Least Restrictive Environment (ages 6-21)
- Preschool LRE (ages 3-5)
- Preschool Outcomes
- Parental Involvement
- Child Find
- Transition from Part C to Part B (Early Intervention to Preschool
- Transition from School to Work or college (16+ and above)
- Post Secondary Outcomes
- General Supervision
- Complaints
- Due Process
- Data Collection

Head Start Program Accountability

The Reauthorization of Head Start Act. PL 110 -134 requires the quality of education provided to students attending the Head Start Program to be monitored annually. This is comprised of performance standards for:

Grant administration
Operation of Head Start Programs
Health Services
Health and Development Services
Early Childhood Development
Family and Community partnerships
Program Design and management
Management Systems and Procedures
Human Resources Management
Facilities, materials, and Equipment
Implementation and enforcement
Eligibility, Recruitment, Selection, Enrollment, and Attendance Head
Start Staffing Requirements and Program Options
Head Start Program Performance Standards on Services for
Children with Disabilities
Head Start Facilities Purchase
Head Start Transportation

Head Start Fellows Program

Student Outcomes Framework. Creative Curriculum addresses the outcome indicators of the Head Start Program: The program uses this format for assessments of progress three times per year. All data is inputted on the computer for analysis of the 13 literacy and math requirements.

Compliance / program reviews and monitoring
The Head Start Program is required to conduct continuous self assessment and undergoes unannounced monitoring visits at least once every three years.

The Head Start Program Information Annual Report is comprised of the following thirty-one (31) indicators which address the services provided to children and families.

1. Children who received physical examinations
2. Children needing medical treatment
3. Children receiving medical treatment
4. Children completing dental examinations
5. Children needing dental treatment
6. Children receiving dental treatment
7. Children with up to date or all possible immunizations
8. Children enrolled in Medicaid, SCHIP or Paid Health Insurances at End of Year
9. Not applicable
10. Classroom staff to child ratio
11. Average Class Size
12. Classroom Teachers with AA. BA. Or graduate degree in ECE or related field
13. Teachers with an ECE related degree, CDA or State Certificate
14. Not applicable
15. Staff without ECE or related degree or CDA in ECE degree program
16. Staff without ECE or related degree or CDA in ECE degree programs

17. Not applicable
18. Children enrolled less than 45 days
19. Timely placements of children
20. Multiple year enrollments
21. Full enrollment
22. Over income enrollment
23. HS Children professional diagnosed as having a disability
24. HS children with a disability receiving special services
25. Families participating in a goal setting process leading to an FPA
26. Families receiving emergency/crisis assistance and or education services
27. Families receiving a least one family service
28. Ratio of parent volunteers to total enrollment
29. Ration of parent staff to total staff
30. Children who dropped out
31. Ration of ACF funded enrollment to total funded enrollment.

Finance

The Guam Public School System's Financial Statements for Fiscal Years 1998 – 2001 were unauditable. Fiscal Year 2002 – 2005 were audited with Qualified Opinions from GPSS' external auditors Deloitte & Touche. The GPSS Financial Affairs Division will complete its financial and single audits in a timely manner. The audit reports will contain a decreased number of questioned costs and no audit findings.

Reoccurring audit findings have kept the GPSS on a high-risk status. One of the findings included the Fixed Asset (FAS) System for property management that did not comply with the equipment and property management requirements.

The GPSS will have an effective Fixed Asset System that:

(a) Provides an up-to-date list of all fixed assets and their value
(b) Is updated regularly for any acquisitions and disposal and

(c) Interfaces with the general ledger modules in use

The primary goal is to have a complete and automated inventory of fixed assets.

The Financial Affairs Division will assist the Curriculum and Instruction Division in tracking lost textbooks and verifying receipts as well as building a comprehensive textbook inventory.

Addressing GPSS' High Risk and Special Conditions: Corrective Action Plan

As a result of GPSS' "High Risk" status and Special Conditions placed by USDOE, a Corrective Action Plan (CAP) was developed on December 2006, with full implementation on April 2007. The CAP addresses management and financial accountability and practices. The Federal Programs Division serves as the State Agency for all Federal funds and is responsible for ensuring statutory requirements are complied with by respective Program Managers through the CAP. As part of the CAP, Quarterly Programmatic and Financial Reports are submitted to the Federal Programs Division outlining the status of each program and activity for the specific quarter. The Federal Program Division reaffirms the reports through management evaluations consisting of:

- Quarterly Programmatic Reviews ensuring that state goals and objectives are implemented and in line with statutory requirements

- Quarterly Financial Reviews ensuring that expenditures are in line with the program's goals and objectives as well as statutory requirements
- Quarterly Documentation Reviews ensuring that procedural polices on Fixed Asset Inventory, Procurement documentations, travel authorizations, and Time Distribution Reports are adhered to

Safety Office

The Safety Administrator works directly under the Superintendent of Education. The safety office is tasked with annual facility inspections, OSHA Occupational Safety Training and Compliance and the development of Standardized Operational Procedures relevant to the safety and health of all employees, students and stakeholders.

The safety administrator will collaborate with first responder agencies; such as, the Guam Police Department, the Guam Fire Department/Emergency Medical Services. The safety administrator will develop MOU's and MOA's with the Department of Customs and Quarantine's Canine Division, the Department of Public Health and Social Services, the Department of Mental Health and Substance Abuse and the Department of Public Work's Busing Division to better prepare for future incidents or emergencies. Interagency collaboration will be accomplished via the *Safe Schools Taskforce* formed in December of 2006 under Guam Homeland Security / Office of Civil Defense's "Safe Schools Program". Additional support will be coming from the Office of the Attorney General via the "Taskforce on School and Campus Safety"; which was formed by all the attorney generals of the United States and its territories.

The Safety Office's primary goal is to provide training to all employee's to elevate the level of "safety awareness" within

the district. That goal will be supported by agreements with our fellow government agencies to provide qualified and certified trainers. Through Guam Homeland Security GPSS has already received train-the-trainer for School Multi-Hazards Planning and Radiological Technicians Training to prepare for terrorist attacks with Radiological Dispersal Devices such as "Dirty Bombs". The Safety Office has already begun Radiological Awareness Training.

Our procedures for radiological emergency response were tested recently in a national level full scale exercise called Top Officials IV. Jose Rios Middle was evaluated by a team of administrators during the lockdown/shelter-in-place and the subsequent evacuation of the entire student population in response to a "simulated" explosion. An After Action Report has been published and will be presented to all the stakeholders.

Recently, through collaboration with Guam Customs & Quarantine's Canine Division and the Guam Police's Juvenile Division, the safety office and student support services was able to launch "Operation Clean Sweep".

Safety Action Plan

The Safety Action Plan is broken into four (4) components:
- Assessment
- Training
- Documentation
- Accountability

1. The assessment of:
   - All school facilities and Emergency Operations Plans,
   - All DPHSS inspections and reports,
   - All GFD inspections and reports,

- Workmen's Compensation Accidents

2. Training to include:
  - National Incident Management System Compliance Training for all personnel involved in emergency response; to include Administrators, staff, shelter managers and staff
  - SOP on Emergency Response Procedures to include orientation, implementation and workshops on all emergency response procedures
  - Fire Extinguisher Training for all employees
  - First Aid / CPR / AED for all Nurses, LP1s, teachers, and staff
  - Asbestos Management / Asbestos Recovery Team Training (ART) for maintenance.
  - Asbestos Maintenance Training for all school custodians & maintenance personnel
  - Bomb Threat Training – UPSBI Modules 1-4 for all school administrators, faculty and staff
  - Hazard Awareness Training for all employees
  - SOP on Storm Shelters for all GPSS shelters
  - National Shelter System Training for all shelter managers and staff
  - OSHA Training for all occupations
  - HAZMAT Training (Hazardous Materials) for all schools and divisions
  - SOP for mold remediation for all custodial and maintenance personnel
  - Security Technology Plan to address the rise in violence and terrorism
  - SOP on Operation Clean Sweep to keep school facilities free of drugs and contraband, which will be supported by Customs & Quarantine Canine Division and GPD's Juvenile Division

3. Documentation for all:

- Incident & Accident Reports
- Drill logs
- Training
- Deficiency Reports
4. Accountability to include:
  - Preventive Measures
  - Corrective Measures
  - Disciplinary Measures

Continuous Quality Evaluation of the DAP

Essential to the effective implementation of any plan is a system for continuous monitoring and evaluation. The Guam Public School System has historically developed district plans for improving the quality of educational services. However, the full implementation of those plans were impeded by the lack of monitoring and accountability for ensuring that the action steps are taken in a timely manner and resources are adequately provided.

The following major steps are proposed to ensure that the implementation of the District Action Plan (DAP) is supported and continuously evaluated for quality improvement:

1 The Superintendent of Education appointed an Academic Affairs Advisory Council (AAAC), comprised of the following members:
  Associate Superintendent, Elementary Schools
  Associate Superintendent, Secondary Schools
  Associate Superintendent, Special Education
  Associate Superintendent, Curriculum and Instruction
  Administrator, Federal Programs
  Administrator, Personnel Services
  Administrator, R P & E
2. The DAP Quality Evaluation Committee (QEC) is to monitor the implementation of the DAP. The Superintendent

will appoint DAP Quality Evaluation Committee (QEC) which will consist of the Associate Superintendents of Elementary, Secondary & Curriculum & Instruction to the as well as, the three teachers that will be appointed by the Guam Federation of Teachers:

- o Develop a chronological list of action steps that are listed in the DAP, for monitoring purposes
- o Review DAP quarterly reports and advise the Superintendent on progress of implementation, which include identifying areas that have met the targets, are in need of assistance or are in need of intervention
- o Submit End-of-Year Report to the Superintendent and Guam Education Policy Board

- o Make recommendations to provide efficiency, effectiveness and accountability
- o The Superintendent shall provide the necessary support for implementing the QEC recommendations. The Superintendent will hold regular meetings with the QEC to promote efficiency, effectiveness and accountability.

3. Major programs cited in the DAP that need an external evaluator will be identified in advance for scheduling and financial support.

4. An independent mid-term (CY 2011) and final evaluation (CY 2013) of DAP will be conducted by an external evaluator.

V. EDUCATION INDICATOR SYSTEM

GEPB Goal 4: All Guam Public School System's school facilities will meet high standards for health and safety and provide optimal conditions for learning objectives.				
Objective 4.1: Beginning SY 2008-2009, all GPSS schools will meet 100% health and safety standards.				
HEALTH & SAFETY PLAN				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
V.4.1.1 Standardize all; safety training, documentation, emergency response procedures, Asbestos Management Plan, HAZMAT Program, Mold Remediation Plan, SRO Program, workmen's comp accident analysis report and incident/inspection reporting	Lead: Safety Administrator, Office of the Superintendent	USDOE Standards OSHA/GOSHA Standards NFPA Standards DHS/GHS/Civil Defense "Safe Schools Program" Arizona State Emergency Response Plan, USEPA/GEPA, National SRO Association FEMA ICS online courses	December 2006 Ongoing	Quarterly Report, SOP on Emergency Response, SOP on Hazard Assessment, SOP on HAZMAT Program SOP on Mold Remediation SOP on Asbestos Mgt Plan SOP on First Aid/CPR/AED Training SOP on SRO Program
V.4.1.2 Implement all SOPs, provide training and support	Lead: Safety Administrator, Office of the Superintendent	Safety Inspector III Homeland Security/Office of Civil Defense "Safe schools Program", FEMA ICS Training, DPHSS First Aid/CPR/AED Training, GFD, GPD, Safe School Grants	March 2007 - Ongoing	Quarterly Report, Training Logs, Monitoring Reports
V.4.1.3 Develop a Security Technology Plan to enhance campus safety and security; to include: cameras, interoperable communications with GPD & GFD, intercoms, and intercom "Safe Zone" terminals	Lead: Safety Administrator Support: Student Support Services; Technology Master Plan Committee	Homeland Security/Office of Civil Defense "Safe Schools Task Force", GPD, DHS, National Safety and Security Council, Technology Master Plan	December 2007 - Ongoing	Quarterly Reports Committee meeting minutes

V. EDUCATION INDICATOR SYSTEM

GEPB Goal 4: All Guam Public School System's school facilities will meet high standards for health and safety and provide optimal conditions for learning objectives.
Objective 4.1: Beginning SY 2008-2009, all GPSS schools will meet 100% health and safety standards.

HEALTH & SAFETY PLAN

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
V.4.1.4 Develop and periodically update a School Facilities Report highlighting efforts to maintain health and safety standards at all school facilities	Lead: Associate Superintendent, Secondary Schools Support: Facilities and Maintenance Division	References: Every Child is Entitled to an Adequate Public Education Act Resources: Facilities and Maintenance staff and technical assistance	Start: April 2007 - On-going	Weekly report to the Superintendent Matrix updated weekly
V.4.1.5 Establish a School Facilities Advisory Council to develop strategic short- and long-term plans for upgrading existing school facilities	Lead: Manager, Facilities and Maintenance Support: Chief Planner and Assistant for Operations	Resources: Guam Chamber of Commerce Guam Contractors Assoc.	SY 2008 - 2009	Periodic reporting up to point of council establishment Committee meeting minutes to serve as record
V.4.1.6 Develop and implement a data collection system relative to safety standards and the requirements stated in P.L. 28-45	Lead: Manager, Facilities and Maintenance Support: Chief Planner and Assistant for Operations	Computer and software	SY 2008 - 2009	Monthly reports on safety standards and P.L. 28-45 requirements

V. EDUCATION INDICATOR SYSTEM

GEPB Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.				
Objective 5.1: Beginning SY 2008-2009, GPSS will comply and fully implement established operating procedures and the requirements of the financial management improvement plan.				
FINANCIAL MANAGEMENT IMPROVEMENT PLAN				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
V.5.1.1 Ensure all Federal/Local Audits are current as prescribed by Federal/Local Mandates	Lead: Internal Auditor Support: Administrator, Federal Programs; Comptroller, Chief Financial Officer, Financial Affairs Division	Local and federal funding. Local statute, Guam Education Policy Board policies and federal guidelines	December 2007 - Ongoing	Final Official Audit Reports Compliance with all local and federal reporting requirements Compliance with all local and federal audit requirements Minimized Questioned Costs
V.5.1.2 Automate the Fixed Asset Process	Lead: Chief Financial Officer Support: All Division Heads and School Administrators, Inventory Management Officer	Local and federal funding. Local statute, Guam Education Policy Board policies and federal guidelines	August 2008 - June 2009	Approved/Adopted Fixed Assets Instruction/SOP Integrate Fixed Assets to the Fin. Information System (AS400) Reconciled Physical Inventory minimized to zero errors

V. EDUCATION INDICATOR SYSTEM

GEPB Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.				
Objective 5.1: Beginning SY 2008-2009, GPSS will comply and fully implement established operating procedures and the requirements of the financial management improvement plan.				
FINANCIAL MANAGEMENT IMPROVEMENT PLAN				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
V.5.1.3 Ensure Textbook Accountability	Lead: Associate Supt., C & I Support: Chief Financial Officer, Associate Supt., C & I; Associate Superintendents, Elem. & Sec. Schools, and School Administrators	Local and federal funding. Local statute, Guam Education Policy Board policies and federal guidelines	March 2008 - September 2008	Approved/Adopted Textbooks for grades K-12 Completion of textbook inventories in accordance with GEPB policy
V.5.1.4 Develop secured Enterprise-wide systems to increase accountability, transparency, and efficiency within the district	Data Processing Manager, FSAIS; Support: Chief Financial Officer (CFO), Financial Affairs Division	Funds to purchase and implement complete system (hardware and software) with training and support	Begins as soon as system is purchased and training is made available	Secured system is district-wide Fully Trained technical staff and end-users

V. EDUCATION INDICATOR SYSTEM

GEPB Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.	

Objective 5.2: Beginning SY 2008-2009, the implementation of GPSS DAP will be monitored on a quarterly basis.

DAP MONITORING PLAN

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
V.5.2.1 Develop a chronological list of action steps based on timeline specified in DAP	Lead: Administrator, RP &E Support: Associate Superintendents, Elem. & Sec. Schools; Associate Superintendent, C & I; Chief Planner	Approved DAP	Within 2 weeks of GEPB adoption of Revised DAP	Chronological list of action steps with timelines and lead responsible persons
V.5.2.2 Develop a quarterly progress report form.	Lead: Administrator, R P & E Support: Associate Superintendents, Elem. & Sec. Schools; Associate Superintendent, C & I; Chief Planner	Paper Computer	April 13-20, 2008	Approved quarterly progress report form
V.5.2.3 Conduct quarterly meetings with persons responsible for action steps	Lead: Administrator, R P & E Support: Associate Superintendents, Elem. And Sec. Schools; Associate Superintendent, C & I; Chief Planner	Meeting venue	End of each quarter	Meeting minutes Summary List of accomplishments and changes
V.5.2.4 Submit summary of quarterly progress report to Superintendent and GEPB	Lead: Quality Evaluation Committee Support: Division Heads, School Administrators	Paper Computer	Within first week of next quarter	Summary Report

V. EDUCATION INDICATOR SYSTEM

GEPB Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.				
Objective 5.2: Beginning SY 2008-2009, the implementation of GPSS DAP will be monitored on a quarterly basis.				
DAP MONITORING PLAN				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
V.5.2.5 Compile and submit End of School Year DAP Progress Report	Lead: Quality Evaluation Committee Support: Division Heads & School Administrators	Paper Computer	June 10 – June 20 of School Year	Final End of SY DAP Progress Report
V.5.2.6 Conduct annual meeting with DAP committees to review DAP, list accomplishments and revise plan as deemed necessary	Lead: Quality Evaluation Committee Support: Committee Chairs	Meeting venue	September of School Year	Meeting minutes List of committee chairs and members
V.5.2.7 Identify action steps that require external program evaluation	Lead: Quality Evaluation Committee Support: DAP Committee Chairs	Funding Sources	Within 1 month after GEPB approval	Approved list of projects for external program evaluation
V.5.2.8 Develop RFP for external program evaluation	Lead: Administrator, Supply Management Support: Committee Chairs	Funding source for evaluation projects	Within 2 months after GEPB approval	Advertised RFPs
V.5.2.9 Federal Funded Programs & Activities: Programmatic & Financial Management Evaluations (ME) to be conducted for compliance and effective implementation	Lead: Federal Programs Administrator Support: Internal Auditors	Statutory Requirements, Project Applications, Management Evaluation (ME), Monitor/Assessment Forms	Quarterly Evaluations	Quarterly Reports

V. EDUCATION INDICATOR SYSTEM

GEPB Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.	

Objective 5.3: GPSS will produce an annual School Performance Report Card that reflects the progress of schools and district educational goals

ANNUAL YEARLY PROGRESS (AYP)

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
V.5.3.1 Formulate committee that will review the education indicator system inclusive of local and federal mandates (i.e., IDEA and Head Start)	Lead: Superintendent of Education Support: Administrator, R P & E; Division Heads	Paper Computer	April 2008	Appointment letters to committee members
V.5.3.2 Conduct review of literature related to models of state indicators and accountability system	Lead: Administrator, R P & E Support: Education Indicator Committee	Paper Computer	May – June 2008	Summary of review of literature Sample models for consideration by committee
V.5.3.3 Present indicator system recommended changes to GEPB	Lead: Superintendent Of Education Support: Education Indicator Committee	Multi media projector Paper	July 2008	Draft Indicator System recommended changes
V.5.3.4 GEPB adopts revised education indicators system	Lead: GEPB Support: Superintendent Education, Indicator Committee	Local and federal funding	August 2008	Minutes indicating adoption

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V. EDUCATION INDICATOR SYSTEM

GEPB Goal 5: All Guam Public School System's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.
Objective 5.3: GPSS will produce an annual School Performance Report Card that reflects the progress of schools and district educational goals.

ANNUAL YEARLY PROGRESS (AYP)				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
V.5.3.5 Update School Performance Report Cards based on adopted education indicators inclusive of local and federal mandates (Head Start and IDEA)	Lead: Administrator, R P & E Support: School Administrators	Funding for printing of performance report cards	August – October 30 of School Year	Published Annual School Report Card
V.5.3.6 Implement a student management system for monitoring through aggregate and disaggregated data, student assessments and student discipline	Lead: Data Processing Manager, FSAIS; Administrator, R P & E; Technology Master Plan Committee	Funds to purchase and implement complete system (hardware and software) with training and support Technology Master Plan	Begins as soon as system is purchased and training is made available	Secured system is available district-wide Student Data is secured and collected district-wide
V.5.3.7 Develop a longitudinal system / data warehouse / data mart for historical data Develop and purchase a Data warehouse that contains historical information to enable data analysis on historical data to help GPSS create informed decisions	Lead: Data Processing Manager, FSAIS; Support: Administrator, R P & E; Associate Superintendent, C & I; Technology Master Plan Committee	Funds to purchase and implement complete system (hardware and software) with training and support Technology Master Plan	Begins as soon as system is purchased and training is made available	Secured system is available district-wide. Historical data is available for analysis and informed decision-making

VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from high school prepared to pursue post-secondary education on-or off-island or to assume gainful employment within the public or private sector.

In this section, the Secondary School Reform, system-wide needs that must be addressed or system changes that have to be introduced in order to facilitate academics achievement in general were considered, such as reducing class sizes, creating catch-up plans for all struggling students, and extending the school day or school year. However, due to time and funding constraints, it was decided to address the most pressing concerns that have a broad impact, those being the need for reading instruction program, which is described in a separated section, and the creation of programs to prevent students from dropping out, which is the subject of this section.

Board Policy 351.4 sets forth the graduation requirements, which states that students must earn twenty-four (24) credits in either one of two paths (job entry or college entry). The students have six years from their first day of high school to complete the graduation requirements.

Analysis of the annual dropout rate over a five-year period reveals a fluctuation from 6.5 percent (6.5%) in SY 02-03 to 7.4 percent (7.4%) in SY 06-07.

GPSS Annual Dropout Rates: SY 02-03 to SY 06-07

SY 02-03	SY 03-04	SY 04-05	SY 05-06	SY 06-07
6.5 Percent (6.5%)	7.1 Percent (7.1%)	7.9 Percent (7.9%)	6.4 Percent (6.4%)	7.4 Percent (7.4%)

Conversely, the cohort graduation rates increased over the same period.

GPSS Cohort Graduation Rates: SY 02-03 to SY 05-06

SY 02-03	SY 03-04	SY 04-05	SY 05-06	SY 06-07
59.0 Percent (59%)	61.9 Percent (61.9%)	55.2 Percent (55.2%)	64.2 Percent (64.2%)	68.4 Percent (68.4%)

While the statistics are encouraging, further investigation needs to be conducted to determine the actual dropout rate over a four-year period. Given the cohort graduation rates, up to 44.2 percent (44.2%) of the student population that started as ninth graders in GPSS either transferred to another school system or dropped out.

The following strategies are recommended to reduce drop-outs and increase graduation:

- Developing middle school transition programs that prepare students mentally and academically for high school level work
- Developing non-traditional schedules to provide more time for learning
- Reorganizing high schools into smaller learning communities
- Creating a ninth grade academy to provide a self-contained academy for ninth graders that is devoted to increasing their chances of graduating in four years
- Providing extra time and assistance to struggling/at-risk students
- Expanding the J.P.Torres Alternative School to address the needs of students who are candidates for suspension or expulsion
- Providing summer school and Eskuelan Puengi

Transition Programs

The passage of students from the middle grades to high school is the most difficult transition point for adolescents. Their chances of failing in grade nine is three to five times higher than that of any other grade. Transition initiatives involve cooperation and understanding between middle school and high school administrators about the importance of preparing middle school students for high school level learning. It also involves increased communication between middle school and high school teachers about what middle school students need to know and be able to do in reading, math, and language arts, in preparation for challenging high school courses.

The face-to-face interaction between the two groups of teachers will bridge the communication gap of what students actually know and are able to do, versus what they are expected to know and do. Parents must also be educated about the level of work and demands required of their children to succeed in high school today.

To begin the development of a district-wide transition program, a secondary improvement committee has been formed to complete the following tasks:

1. Collect data and report on:

- The incoming 9th grade students' Reading and Math data will be used for placement and scheduling
- The number and percentage of students who are failing in grade nine, which courses they are failing and which level (honors, regular or basic) has the highest failure rate
- The number and percentage of incoming ninth graders who are unprepared for college-preparatory-level courses — Algebra I, honors English, Social Science, and Science
- Best practices or policies of middle schools that inform students and parents about the demanding high school requirements,
- How ninth grade students are assigned to higher level or lower-level academic courses
- How teachers are assigned to teach low-achieving students in the middle grades and the ninth grade
- Programs or best practices in our local schools that help students make the transition from middle to high school
- Programs or best practices in local schools that provide extra assistance to low-achieving students outside the regular class schedules

2. Develop a plan, based on strategies that have been found to be outstanding and effective, such as adopting a flexible schedule, or providing time for middle and high school teachers to meet to plan vertical alignment activities

3. Identify funding for extra time to assist struggling students. The funding may be utilized to pay teachers who provide special tutoring to low-achieving students before or after school hours. Implement the plan and ensure that high quality teachers are involved, i.e., teachers who possess excellent content knowledge demonstrate effective teaching techniques, and who believe that all students can learn at high levels; provide professional development

4. Provide continuous oversight and meet regularly to review progress

5. Review and evaluate the transition program based on comparison data. Make adjustments for the following years where appropriate

6. Incorporate Breaking Ranks in the Middle cornerstone strategies or one of several other research based programs into middle school practices

7. Offer pre-Advanced Placement courses in middle schools to better prepare students for high school

8. Offer character education curriculum to support and promote success for middle school students

Accreditation (Western Association of Schools and Colleges)

The GPSS uses the "Focus on Learning" concept as a guide for accreditation under the Western Association of Schools and Colleges (WASC). The WASC is an external group of professional educators that visit the schools to validate what they say they are doing to prepare, promote, and provide their students so that they are productive members of the community.

Accreditation is a process that validates the integrity of the school's program(s). It fosters excellence in ongoing improvement. It assures the school community that the school's purposes are appropriate and being accomplished through a viable educational program. The Accreditation cycle begins with Assessment, Planning, Implementing, Monitoring, and back to reassessment.

All GPSS High Schools are required to fulfill the Accreditation process. In addition, the middle and elementary schools are highly encouraged to apply for Accreditation and take on the challenges in meeting the above mention criteria.

Summer Programs

Summer sessions prevent further loss of learning for at-risk/struggling students and give them a head start on the following school year or allow them to catch up from the previous school year. The district's federally funded summer programs encourage the design of bridge programs for low-achieving incoming ninth (9th) grade students on the high school campus and offer one (1) elective credit. A bridge program is also offered for low-achieving incoming sixth (6th) grade students on the middle school campus. The goal of the bridge program is to acquaint students with the middle school environment and narrow the academic gap in core subject areas. It is recommended that these summer programs:

- Require a team of middle school and high school teachers to identify students' subject-area weaknesses and design a summer curriculum focused on academics and adaptation to high school
- Provide a special orientation on high school procedures, requirements, and expectations to students and parents before the first day of summer classes
- Add to the curriculum a class on study skills, teaming, time management, and career awareness
- Administer uniform summer school pre and post tests that are linked to the standards to all middle schools' incoming ninth graders

Eskuelan Puengi

This program is a credit recovery program which is offered during the second semester of the school year. The program takes place at the end of the school day. The credit recovery

gives the opportunity to meet graduation requirements for students who lost credit(s) due to failure and/or attendance.

Curricular Reform, Rigor, and Relevance

The concept of curricular reform, rigor, and relevance uses innovative ideas from various programs offered. The concepts are geared to address the needs of the high school students who are rarely challenged to meet higher academic challenges, but who can learn complex academic and technical concepts when provided the right environment. This concept combined with other concepts, may lead in a reduction of students who drop out of school. These concepts will reflect an effort to engage state, district, and school leaders and teachers in partnerships with students, parents and the community to improve the way all high school students are prepared for work and higher education. The program of study will emphasize both academic courses and modern career and technical studies to prepare students for a broad career field and higher education.

Curricular reform, rigor, and relevance are guided by a framework of goals, key practices, and key conditions to improve school practices, instruction, and student achievement. It recommends actions that provide direction to schools as they work to improve academic and vocational-technical instruction at school and the work site. The curricular reform, rigor, and relevance initiative is a comprehensive approach to school improvement that is based on educationally sound research, best practices, and reflects evidence of effectiveness.

The goals of curricular reform, rigor, and relevance are:

1. To increase the mathematics, science, communication, problem solving and technical achievement and the application of learning for career-bound students to the national average of all students
2. To blend the essential content of traditional college-preparatory studies - mathematics, science and language arts - with quality vocational and technical studies, by creating conditions that support school leaders and teachers in carrying out the key practices
3. To advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort

The key practices of curricular reform, rigor, and relevance are:

1. Higher Expectations. Setting higher standards; getting more students to meet them
2. Career/Technical Studies. Increasing access to intellectually challenging technical studies, with a major emphasis on using high level math, science, language arts and problem solving skills in the modern workplace and in preparation for continued learning
3. Academic Studies. Increasing access to academic studies that teach the essential concepts from the college preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems
4. Program of Study. Having students complete a challenging program of study with an upgraded academic core and a major
5. Work-Based Learning. Giving students and their parents the choice of a system that integrates school-based and work-based learning. The system should span high school and post-secondary studies and

should be planned by educators, employers and employees; the school system currently allows elective credit to be earned through Community Based Education or School to Work

6. Teachers Working Together. Having an organization, structure and schedule giving academic and technical teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content

7. Students Actively Engaged. Having every student involved in rigorous and challenging learning

8. Guidance. Involving each student and his or her parents in a guidance and advising system that ensures the completion of an accelerated program of study with an in-depth academic or vocational-technical major

9. Extra Help. Providing a structured system of extra help and extra time to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content

10. Keeping Score. Using student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula and instruction to advance student learning and to recognize students who meet both curriculum and performance goals

Conditions for the effectiveness of curricular reform, rigor, and relevance are:

1. An organizational structure and process ensuring continuous involvement of faculty and school administrators in planning strategies to achieve the key practices

2. Strong and effective administrators who support, encourage, and actively participate with the faculty in implementing the key practices

3. A system superintendent and school board members who support the school administrators and teachers in carrying out the key practices. This commitment includes financial support for instructional materials, time for teachers to meet and plan together, and six to eight days per year of staff development on using the key practices to improve student learning

4. Leadership from the superintendent and school board to involve employers and post-secondary institutions in the design and implementation of a school-based and work-based program to prepare students for employment and post-secondary education

5. A commitment from the school board to replace the general track with a more demanding academic core and either an academic or vocational-technical major.

Alternative School

The Guam Public School System began an Alternative School program in September 2002. The Alternative School Program was formerly known as the Planned Alternative Center for Education (PACE) program, the Alternative School is comprised of middle and high school students from 6th through 12th grades who have been identified and placed through referrals from the home school Discipline Advisory Council (DAC) for expulsion or accumulated multiple suspensions. There must be documented evidence from the home school that all school-based intervention measures have been pursued for each student referred.

Improving students' outlook on life, academics, and relationships are the primary goals of this program. The focus

is to promote student learning through behavioral modifications, encouraging social and emotional growth, and by providing an environment conducive for student success.

The criteria of the program are:

1. Students enrolled in the Alternative School are placed in either "Re-Direction" or "Long-Term" placement.
2. The "Re-Direction" Placement is for a duration of three (3) weeks to one (1) quarter (45) days. While the "Long-Term" Placement is for a duration of (1) semester (90) days to one (1) year (180) days.
3. To exit the "Re-Direction" Placement, a student must reach Level 2 of the Behavioral Level Management Plan (BLMP) and have a cumulative grade point average of 60% for a passing grade.
4. To exit the "Long-Term" Placement, a student must reach Level 4 of the BLMP and have a cumulative average of 60% for a passing grade.

The Alternative School provides:

1. A structured environment with close supervision at all times from school aides and monitoring from Social Workers for attendance and when students are returned to their home schools (after six (6) weeks, quarterly, or until the end of the school year)
2. Five (5) core subjects: Science, Social Science, Math, Language Arts, Reading, and /or an Elective (Health or Career Education)
3. Character Education
4. Immediate and continued counseling services are provided. All parents are required to attend parent orientation and parent shadowing

5. An environment that nurtures relationships by encouraging success and openness between students, faculty, staff, and administration
6. An environment that requires parent involvement and participation in student discipline, Outreach Program referrals, or recommendations by school counselors

High school students will receive one half (.5) credit each semester for each core subject completed and/or at least one (1) elective credit for community-based education program and school-to-work program.

The "Long-Term" Placement transition process commences approximately two weeks before each student's exit date. A Home School Transition Phase was developed to provide recommendations for students who return to their Home School and to help gather data for Alternative School Social Workers for student progress. The "Re-Direction" Placement transition process begins one week before each student's exit date. Similar to Long-Term transition, appropriate documents, and professional staff from both the Home School and Alternative School develop and implement the Home School Transition Phase. The Transition Phase of the "Re-Direction" and "Long-Term" Placements are an integral part of each student's success in their Home School. Therefore, it is important that the Alternative Transition Phase and the Home School Transition Phase be given great attention as the student returns back to their Home School.

When students are released back to their Home School, the Alternative School social workers will evaluate students' progress at their respective home school six (6) weeks upon release date and every quarter thereafter until the end of the school year. The Home School is responsible for monitoring student's progress and regression throughout the remainder of

The school year and report back to J.P. Torres Alternative School. Upon the return to the Home School, the social workers, guidance counselors, and discipline administrator from both schools will document student performance with student discipline reports, report cards and teacher progress reports. Input is provided by all subject area teachers documenting data concerning teacher and student interactions and parent support activities.

Ninth-Grade Academy

The concept of Ninth-Grade Academy has its roots in the groundbreaking study "Breaking Ranks," which recommends the establishment of smaller learning communities within high schools for incoming ninth-graders.

It is evident from test scores that ninth-graders enter high school with borderline academic deficiencies that risk significant decline throughout high school. Hence, it is crucial that such a transition experience is provided to these students. Otherwise, these students will continue to fail and fall farther and farther behind, becoming frustrated and angry and eventually dropping out.

The Ninth-Grade Academy aims to provide an environment where ninth-graders (freshmen) can succeed academically, personally, and socially. It is a program that provides just such an environment for the success of the new high school student.

Special Characteristics of the different Ninth-Grade Academies may include:

- School-within-a-School: A Ninth-Grade Academy is self-contained with its own administrative and teaching staff, its own entrance, and walls and doors that physically separate it from the rest of the school building. This structure enables adults and students to know each other well and fosters collaboration among staff.

- Interdisciplinary teams: A Ninth-Grade Academy is organized around several interdisciplinary teams made up of at least four teachers – a Math, English, a Science, and a Social Studies teacher—who share the same group of 150-200 students. These teachers share a common planning period, which they use to address individual student problems, coordinate instruction, and plan other team activities.

- Flexible block schedule with extended periods: Teachers on the same team, teach the same groups of students during the same block of time each school day. This allows students to be regrouped according to instructional needs and provides flexibility in the day for longer lessons or special activities. Extended periods of 80-90 minutes also allow for a greater variety of "student-centered" instructional approaches such as cooperative learning, projects, and simulations.

- Double-dose curriculum in English and Math: An effective ninth grade curriculum must address the fact that many students enter ninth grade with very poor prior preparation in Math and English. Ninth Grade Success Academies implement the research-based Transition to Advanced Mathematics and Strategic Reading courses to supplement regular Algebra and English courses, providing students with a double dose of instruction in Math and English.

- English courses are further strengthened by the integration of Student Team Literature and Talent Development Writing. A triple dose in literacy will be offered in a literacy lab, an elective replacement course that integrates current and effective educational technology for classroom instruction and small group instruction to help students who are far behind in reading.

- Career and college awareness through Freshman-Seminar: A special ninth grade course, Freshman Seminar gives students the information they need to succeed in high school. Students learn the importance of credits, effective social and study skills, and an understanding of basic operations and concepts of technology systems and its use. They also develop a strong awareness of college and post-secondary options and explore the world of careers.

- School, family, and community partnerships: A high school that involves family and community partners starting in students' first year sends a strong message to students that all adults believe that education is valuable. Ninth Grade Success Academies establish an Action Team for Partnerships to write a One-Year Action Plan and to implement partnership activities to ensure that families become involved in students' success in high school.

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VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

Objective 1.1: Beginning SY 2008-2009, GPSS will reduce the proportion of students who dropout by at least 1% annually.

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
VI.1.1.1 Provide the "Train the trainer" training offered by NASSP in Breaking Ranks in the Middle (BRIM), best practices or other research based models on secondary school reforms	Lead: Associate Superintendent. Secondary Schools Support: Administrator, Federal Programs	-Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform; Funding Training	April 2009 - Ongoing	BRIM trainer certificate
VI.1.1.2 Train all middle school faculty and staff members BRIM strategies, best practices, or other research based models on secondary school reforms	Lead: School Administrators Support: Associate Superintendent, Secondary Schools	Funding	April 2009 - Ongoing	Sign in sheet Certificate of Participation

VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.				
Objective 1.1: Beginning SY 2008-2009, GPSS will reduce the proportion of students who dropout by at least 1% annually.				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
VI.1.1.3 Develop a comprehensive Advisory Program for students to establish goals and identify their strengths and issues they need to work on. Includes developing long-range goals of college or vocational choices	Lead: School Administrators Support: Counselors, Student Support, Teachers	Funding Model programs	August 2008 - Ongoing	Research based comprehensive advisory programs within GPSS as part of the curriculum design within high schools
VI.1.1.4 Teachers will design high quality work and teach in ways that engage students.	Lead: Associate Supt., C & I Support: School Administrators	Funding for teacher stipends School personnel Funding for staff development	August 2008 - Ongoing	Classroom observations of student engagement, time on task, and task persistence Review student work for evidence of critical thinking and problem solving skills Provide evidence of increased student engagement (observation); a decrease in disciplinary issues ; increased teacher satisfaction (climate survey)

VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

Objective 1.1: Beginning SY 2008-2009, GPSS will reduce the proportion of students who dropout by at least 1% annually.

		TRANSITION PROGRAM		
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
VI.1.1.5 Teachers will integrate assessment into instruction so that assessment is accomplished using a variety of methods	Lead: Associate Supt., C & I Support: School Administrators; School Curriculum Committee	Funding for teacher stipends, and staff development	August 2008 - Ongoing	Conduct survey of teaching strategies and assessment used. Provide evidence of lesson plans using backward planning Frequency, topics and number of participates in staff development
VI.1.1.6 Teams of teachers will provide the leadership essential to the success of reform and will collaborate with others in the educational community to redefine the role of the teacher and identify sources of support for that redefined role	Lead: Teachers Support: School Administrators	Team building staff development and documentation.	August 2008 - Ongoing	Document examples (anecdotal or observation) from each teacher of increased student engagement or performance resulting from specific instructional or assessment techniques learned through collaboration Meeting minutes or log book of team meetings and discussions that reflect student data review and needs assessment

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VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.
Objective 1.1: Beginning SY 2008-2009, GPSS will reduce the proportion of students who dropout by at least 1% annually.
TRANSITION PROGRAM

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
VI.1.1.7 Use interdisciplinary teaming. Create team based integrated units	Lead: Teachers Support: Associate Supt., C & I; School Administrators	Staff development on developing integrated units.	August 2008 - Ongoing	Examine team configuration to ensure that all teachers and students are placed on interdisciplinary teams Participation in staff development of integrated units
VI.1.1.8 Each school will regard itself as a community in which members of the staff collaborate to develop and implement the school's learning goals	Lead: School Administrators Support: Teachers	Staff development.	August 2008 - Ongoing	Audit lesson plans and materials to evaluate links between ongoing assessment and instruction and to ascertain the extent to which differentiated strategies are used to address students' needs and strengths Team meeting minutes and notes
VI.1.1.9 Establish an advisory program for every student	Lead: School Administrators Support: Teachers	Accurate list of students	August 2008 - Ongoing	List of all students with advisors
VI.1.1.10 Promote service programs and student activities as integral to an education, providing opportunities for all students that support and extend academic learning	Lead: School Administrators Support: PTO, Teachers, counselors, School Climate Committee (WASC)	Funding for off site venues for meeting.	August 2008 - Ongoing	Use results of climate survey to ascertain the degree of a sense of well-being among the students

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VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

Objective 1.1: Beginning SY 2008-2009, GPSS will reduce the proportion of students who dropout by at least 1% annually.

TRANSITION PROGRAM

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
VI.1.1.11 Recognizing that schooling is a continuum, educators must understand what is required of students at every stage and ensure a smooth transition academically and socially for each student from grade to grade and level to level	Lead: Associate Supt., C & I Support: Elementary, Middle, and High School Administrators (feeder schools)	Funding for staff development	August 2008 - Ongoing	Provide evidence of systematic planning and communication between and among all school units at both the program and individual student levels – for example, orientation program agendas; memos; minutes of curriculum, instruction, and administrative articulations meetings; and transition plans
VI.1.1.12 Create a structured program that allows each student to address issues of self-awareness interpersonal skills, decision making abilities, and personal safety skills (i.e. character development)	Lead: Associate Supt., C & I Support: Counselors and Administrator, Student Support Services	Character based education standards	August 2008 - Ongoing	Sample lessons
VI.1.1.13 Require each student in conjunction with his/her advisor and family to prepare a Personal Plan for Progress (PPP)	Lead: School Administrators Support: Parent Family Community Outreach (PFCO); Teachers, counselors	Funding for off-site venue, mileage for home visits and stipends for teachers	August 2008 - Ongoing	Number of students with PPP

DISTRICT ACTION PLAN
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VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.
Objective 1.1: Beginning SY 2008-2009, GPSS will reduce the proportion of students who dropout by at least 1%annually.

TRANSITION PROGRAM				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
VI.1.1.14 Establish uniform protocols for all high schools receiving middle school students. Conduct orientation of high school expectations, credit system, courses offered, athletic programs, student leadership opportunities, NC policy and truancy petitions	Lead: Secondary School Administrators

Support: Teachers and Counselors | Funding for staff development | August 2008 - Ongoing | Transition form that address all the High School requirements, sign in sheets, pre and post tests |
| VI.1.1.15 Create survey for all 8th grade students regarding academic and social progress/ development, including perceptions of high school. Information needed is to establish baseline data to drive transitional programs in order to make a deliberate and intentional move towards providing knowledge, skills, and dispositions for success in High School | Lead: Secondary School Administrators,

Support: Teachers and Counselors | Funding for survey materials | August 2008 - Ongoing | Surveys will be issued in the Spring and Fall of each school year. Results of Spring survey will determine extent of accomplishment of items addressed in the survey |

DISTRICT ACTION PLAN
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VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.				
Objective 1.1: Beginning SY 2008-2009, GPSS will reduce the proportion of students who dropout by at least 1% annually.				
TRANSITION PROGRAM				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
VI.1.1.16 High School administrators introduce him/herself to the parents via letters sent home, presentations, attendance at Middle School functions/activities	Lead: High School Administrators Support: Data Processing Manager, FSAIS	Accurate demographics of students.	August 2008 - Ongoing	Documentation of school administrator meetings
VI.1.1.17 Student orientation to the high school such as a field trip or big brother big sister relationship, attendance at HS summer schools	Lead: Secondary School Administrators Support: Teachers	Funding for busses, materials for name tags, SBA	August 2008 - Ongoing	Documentation of student orientation
VI.1.1.18 Implement strategies from Breaking Ranks II and Breaking Ranks in the Middle Schools, best practices, or other research based models on secondary school reforms	Lead: Secondary School Administrators Support: Associate Supt., C & I	Funding for Breaking Ranks II and Breaking Ranks Workbooks for all Middle and High School Administrators	Before School Year 2008-2009	List of training sessions for research-based models on Secondary Reform, List of participants
VI.1.1.19 Require High Schools to participate in the Accreditation Process and continue allowing Middle and Elementary Schools to apply	Lead: High School Administrators Support: Teachers, Faculty, Staff, Parents, Students, Assistant Associates, & Division Heads	Funding for staff development, survey materials, facilities and maintenance	Spring of every year set up by the Visiting Committee Report	Self Study Report Observations of the WASC Team

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VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

Objective 1.2: Beginning School Year 2008-2009, GPSS will increase the cohort graduation rate by at least 2% annually

ALTERNATIVE PROGRAMS

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
VI.1.2.1 Continue implementing *Eskuelan Puengi* in all high schools	Lead: School Administrators Support: Federal Programs and Program Coordinators	Funding, Administrators, Coordinators, Counselors, Teachers and Support Staff	2nd Semester of each school year	Annual end of program report
VI.1.2.2 Continue implementing the Summer School Program	Lead: School Administrators Support: Federal Program and Summer School Coordinators	Federal Funding	August 2008 – Ongoing	Report Cards and Summer School Data Collection Evaluation Report
VI.1.2.3 Continue with the Alternative School Program and make necessary changes when deem appropriate	Lead: School Administrators Support: Federal Program, Program Coordinator, Teachers, Social Workers, Counselors, and School Staff	Federal and Local Funding	August 2008 – Ongoing	Annual Budget Application and Quarterly Reports, and Report Cards

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VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

Objective 1.2: Beginning School Year 2008-2009, GPSS will increase the cohort graduation rate by at least 2% annually.

CURRICULAR REFORM, RIGOR AND RELEVANCE

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
VI.1.2.4 Make available after school tutoring programs to enable the students who lack the adequate preparation for completion of rigorous and relevant curricula	Lead: School Administrators Support: Associate Supt., C & I; Federal Programs, Student Support, Content Area Department Chairs	Local and federal funding	Development of program by June 2008 for implementation in SY08-09	Tutoring programs implemented and an increase in student achievement as measured by the objective
VI.1.2.5 Reduce a large school into smaller units under the direction of teaching teams; create multiple pathways to rigor and relevance based upon a student's personal interest, learning style, aptitude, and needs. (e.g. small learning communities)	Lead: School Administrators, Department Chairs Support: Faculty and the school community	Survey of student's needs and the assessment of the skills that are important in today's workforce and advancement in higher education; funding; training; facilities	Development of program by June - December 2008 for implementation in SY 2009-2010	Students achieve academically with an improvement in the overall attitude of the school

VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.				
Objective 1.2: Beginning School Year 2008-2009, GPSS will increase the cohort graduation rate by at least 2% annually.				
CURRICULAR REFORM, RIGOR AND RELEVANCE				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
VI.1.2.6 Create a framework to organize curriculum that drives instruction towards both rigor and relevance and leads to a continuum of instruction between grades and curriculum. This should include the integration of challenging academic and vocational curricula	Lead: Curriculum Assistant Administrator in conjunction with the Department Chairs Support: Administration team and Leadership Team, Faculty and staff	The creation of the framework and training on how to use the framework.	August 2008 - Ongoing	The framework is in place and in use. The improvement of students' scores in standardized testing and in classroom assessment
VI.1.2.7 Develop a Memorandum of Understanding with outside agencies that provide support for student achievement	Lead: Administrator, Student Support Services Support: Central Office and School Administrators	Local and federal funding	August 2008 - Ongoing	Copy of all Memorandum of Understanding with other agencies

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VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

Objective 1.2: Beginning School Year 2008-2009, GPSS will increase the cohort graduation rate by at least 2% annually.

NINTH GRADE ACADEMY

ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
VI.1.2.8 Establish 9th grade academies that are a school-within-a-school in all public high school	Lead: School Administrators Support: NGA Committee Department Chairperson	Funding, Adequate School Staff	August 2008 - Ongoing	Creation of 9th grade academies for school year 08-09
VI.1.2.9 Provide Professional Development in the areas of Smaller Learning Communities and Team Building	Lead: School Administrators Support: UOG/GCC Continuing Education Office	Funding, Qualified trainer, Training plan/schedule	August 2008 - Ongoing	Teachers, Professional Development portfolios, Training Plan evaluation
VI.1.2.10 Implement a comprehensive advisory program that ensures that each student has frequent and meaningful opportunities to plan and access his or her academic and social progress with a faculty member (Personal Adult Advocate Program)	Lead: School Administrators Support: PAA Committee: Assistant School Administrator, Counselors, Student Support, Teachers.	Funding Model programs Training Plan	August 2008 - Ongoing	Program Action Plan; Schools' program models

VI. SYSTEM-WIDE NEEDS/CHANGES

GEPB Goal 1: All Guam Public School System students will graduate from High School prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.				
Objective 1.2: Beginning School Year 2008-2009, GPSS will increase the cohort graduation rate by at least 2% annually.				
NINTH GRADE ACADEMY				
ACTION STEP	RESPONSIBLE (Title / Division)	RESOURCES	TIMELINE	INDICATORS OF COMPLETION
VI.1.2.11 Establish Vocational/College Academies in all high schools	Lead: High School Administrators Support: GCC/UOG, Business Partners	Funding Curriculum Development	August 2008 - Ongoing	MOU developed by GCC, UOG, and GPSS to establish those academies and align them with district content standards
VI.1.2.12 Focus Staff Development on 9th Grade Academy Concept and other academy concepts so that all staff and teachers are cognizant of what is expected to ensure success	Lead: High School Administrators Support: Associate Supt., C&I; Administrator, R P & E; Dept. Chairs, Teachers, Counselors	Funding Programs Ideas Staff Development Day	August 2008 - Ongoing	Staff Development Day designated to complete this
VI.1.2.13 Develop a comprehensive District-Wide Mentoring Program for new high school teachers and teachers who are from off-island	Lead: Associate Supt., C & I; Administrator, Certification Office Support: School Administrators	Funding, Human Resources Logistics	August 2008 - Ongoing	Program Committee Developed Mentoring Guidelines

Appendices

Appendix A: GPSS Vision, & GEPB Goals & Objectives
Appendix B: Public Law 28.45
Appendix C: Guam Education Policy Board Members
Appendix D: District Action Plan Leadership Committee
Appendix E: Acronyms
Appendix F (a): Existing Federal Programs
Appendix F (b): Title VA USES OF FUNDS BY LEAs
Appendix G: Community Input
Appendix H: SY 2003-2007 Accomplishments of Each Section of the DAP

Appendix A: GPSS Vision, GEPB Goals & Objectives

GPSS Vision
Our Educational Community, Prepares all Students for Life, Promotes Excellence and Provides Support

Guam Education Policy Board Goals & Objectives:

1: All Guam Public School System students will graduate from high school prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

> Objective 1.1: Proceeding with SY 2006-2007, GPSS will reduce the proportion of students who dropout by at least 1 percentage point annually using the baseline of 7.4% (SY 2006-2007 data).

> Objective 1.2: Proceeding with SY 2006-2007, GPSS will increase the cohort graduation rate by at least 2 percentage point annually using the baseline of 68.4% (SY 2006-2007 data).

2: All students in Guam Public School System will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school.

> Objective 2.1: Beginning SY 2007-2008, GPSS will increase the percentage of students performing at Level 3 (Proficient) by at least 5% each grade level as measured by SAT10 annually as reported in the School Performance Report Card. * (based upon approval of the proposed amendment to revise the Public Law 28-45, Section 10, 5GCA, Section 3107)

> Objective 2.2: Using SY2006-2007 baseline data, each school will increase parent involvement by at least 2%.

> Objective 2.3: Beginning SY2007-2008, GPSS will ensure the implementation or continuation of educational programs consistent with federal, state, and local mandates.

3: All Guam Public School System's personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.

Objective 3.1: At the beginning of SY2007-2008, GPSS will increase the percentage of fully certified personnel by at least 5% each year, using the baseline data of SY 2006-2007.

Objective 3.2: At the beginning of SY2007-2008, GPSS will maintain the number of personnel participating in "high quality" professional development at no less than 95% each year, using the baseline of SY 2006-2007.

Objective 3.3: At the beginning of SY2008-2009, GPSS will maintain the number of certified teachers by content area at no less than 95% each year, using the baseline of SY 2006-2007.

4: All Guam Public School System's school facilities will meet high standards for health and safety and provide optimal conditions for learning objectives.

Objective 4.1: Proceeding with SY 2007-2008, all schools in GPSS will meet 100% health and safety standards based on EPA, Department of Public Health and Social Services, GFD, and OSHA.

5: All Guam Public School's operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

Objective 5.1: Beginning SY 2008-2009, GPSS will continue its effort in meeting established operating procedures and the requirements of the Financial Management Improvement Plan (FMIP).

Objective 5.2:   Beginning SY 2008-2009, the implementation of DAP will be monitored on a quarterly basis.

Objective 5.3: Beginning SY 2008-2009, GPSS will produce an annual School Performance Report Card that reflects the progress of schools and district educational goals.

Appendix B: Public Law 28.45
"Every Child Entitled to an Adequate Education Act"

No.	Mandate
1	Certified teacher for every class in a ratio established by relevant collective bargaining agreements.
2	Certified professional administrators.
3	Certified guidance counselors.
4	Certified school health counselors.
5	Certified allied health professionals.
6	Air-Conditioned or properly ventilated classrooms in which the sensible air temperature is no greater than 78 degrees Fahrenheit.
7	Potable water sufficient to provide each student a daily ration of drinking and washing water.
8	Reliable supply of electricity.
9	Proper sanitation to include flushable toilets, clean restrooms, dining areas and classrooms.
10	Adopted and required textbooks and workbooks issued to each public school student for the classes in which he or she is enrolled.
11	Libraries, which meet the standards of the American Association of School Librarians, at each school, operated by certified librarians.
12	Healthful, safe, sanitary learning environment
13	At least 180 instructional days each school year with school years ending no later than 30 days, following the end of the calendared school year.
14	Regular, timely school bus transportation to and from the school for his attendance with policies adopted by the Education Policy Board.

Appendix C: Guam Education Policy Board Members

Guam Education Policy Board Elected Members

Joe S. San Agustin, Chairman
Rosie R. Tainatongo, Vice-Chairperson

Haya District
Anita Manibusan
Rosie R. Tainatongo

Kattan District
Peter Alecxis D. Ada
Rossana D. San Miguel

Lagu District
Evangeline M. Cepeda
Maria A. Gutierrez
Joe S. San Agustin

Luchan District
Melinda D. Castro
Jose Q. Cruz, Ed.D.

Ex-Officio Members

Student Representative
Jesse J. Quenga

Parent Representative
Jerome C. Tomagan

Business Sector Representative
Ryan Torres
Lorraine Okada

GFT Representative
Neeti Prakash

Executive Secretary
Luis S.N. Reyes,
Superintendent of Education

Appendix D: District Action Plan Leadership Committee

District Action Plan Leadership Committee Members Appointed by the Superintendent of Education
Chairpersons:
Eloise R. Sanchez, Associate Superintendent Curriculum & Instruction
Dr. Nerissa Shafer Bretania, Administrator, Research, Planning & Evaluation
Ignacio C. Santos, Administrator, Federal Programs

Subcommittee Chairs & Members:

NO	Chairperson	Committee	Committee Members
1	Chair: Sylvia Calvo Co-Chair: Esther Keone	Standards & Assessment	1. Marcia Martir 2. Esther Keone 3. Christopher Anderson 4. Janice Chargualaf
2	Chair: Lisa Nathan/ Co-Chair: Annie Cruz	Personnel, Quality and Accountability	1. John Anderson 2. Annie Cruz 3. Nieves Flores 4. Lelani Taitague 5. Venesia Luzanta 6. Joseph Sanchez 7. Eileen Quintanilla 8. Judy Quenga Roberto 9. Ray Lizama
3	Chair: Ignacio Santos Co-Chair: Joe Montague	Federal, State and Local Programs	1. Katrina Celes Pieper 2. Robert Martinez 3. Ronald Laguana 4. Faye Kaible 5. Menang Diaz 6. Cathy Schroeder

NO	Chairperson	Committee	Committee members
4	Chair: Evangeline Iglesias Co-Chair: Derrick Santos	Home School Connection	1. Lou San Nicolas 2. Gene Dydasco 3. Derrick Santos 4. Genevieve Santos 5. Rebecca Perez 6. Thelma Maquera 7. Goring Duenas 8. Ron Flores (Yigo Mayor's Office) 9. George Salas (Parent)
5	Chair: Dr. Nerissa Bretania Shafer Co-Chair: Menang Diaz	Education Indicator System/DAP Review Committee	1. Kenneth Chargualaf 2. Menang Diaz 3. Nancy Leon Guerrero 4. Evangeline Iglesias 5. Ronald Laguana 6. Dawn Reyes 7. Christine Andres
6	Chair: Kenneth Chargualaf/ Melissa L. G. Duenas Co-Chair James Petitte	System-wide Needs/Changes (Drop-out Prevention)	1. Chris Anderson 2. Kenneth Chargualaf 3. Erika Cruz 4. Dr. Jose Cruz 5. Ken Denusta 6. Sophie Duenas 7. Edward I. Dunn, Jr. 8. Gene Dydasco 9. Begona Flores 10. Grace Griffin 11. Lynda Hernandez-Avilla 12. Rosalin Meeks

Appendix D

NO	Chairperson	Committee	Committee members
7	Chair: Melissa L. G. Duenas Co-Chair James Petitte	System-wide Needs/Changes (Drop-out Prevention)	10. Geraldine Lujan 11. Geri Mandel 12. Ulric Mark 13. Rosalin Meeks 14. Beth Perez 15. Milaflor Quitugua 16. Darlene Roberto 17. Lourdes San Nicolas 20. Naomi Taitingfong
8	Chair: Rose Rios Co-Chair: Bernie Tenorio	Reading/Math Reform	1. Evangeline Iglesias 2. Rosalin Meeks 3. Bernie Tenorio 4. Arlene Unpingco 5. Erika Cruz 6. Ken Denusta 7. Michelle Dela Cruz 8. Patricia Kier
9	Chair: Bruce Williams Co-Chair: William Castro	Health and Safety Plan	1. Ken Calvo 2. Dan Camacho
10	Chair: Frances Danieli Co-Chair: Ray Miranda	Financial Management Plan	1. Dan Camacho 2. Ray Miranda 3. Ike Santos 4. Vince Dela Cruz
11	Chair: Caroline Ferreras Co-Chairs: Franklin Artero/Juvy Carino	Technology Master Plan	1. Tish Sahagon 2. Marie Mandapat 3. Danny Crisostomo 4. Charles Hardy

Appendix D

		5. Neil Saylor 6. Irene Mafnas 7. Julie Flis 8. Naomi Taitingfong

APPENDIX E: ACRONYMS

GLOSSARY OF ACRONYMS

NO.	ACRONYM	TERM
1	AAAC	Academic Affairs Advisory Council
2	AED	Automated External Defibrillator
3	ACF	Administration for Children & Families
4	APR	Annual Performance Report
5	AR	Alternative Route
6	ART	Asbestos Recovery Team Training
7	AYP	Annual Yearly Progress
8	ACYF	Administration for Children, Youth and Families
9	ASP	After School Program
10	BLMP	Behavioral Level Management Plan
11	BRIP	Bonus, Incentives and Rewards Plan
12	BRIM	Breaking Ranks in the Middle
13	CAP	Corrective Action Plan
14	C&I	Curriculum & Instruction
15	CDA	Child Development Associate
16	CFO	Chief Financial Officer
17	CFR	Code of Federal Regulations
18	CPR	Cardiopulmonary Resuscitation
19	CRT	Consulting Resource Teacher
20	CRT	Criterion Referenced Test
21	CSSP	Chamorro Studies & Special Projects
22	CY	Calendar Year
23	DAC	Discipline Advisory Council
24	DAP	District Action Plan

NO.	ACRONYM	TERM
25	DCPDTMP	Director of the Center for Professional Development and Teacher Mentoring Program
26	DEED	Department of Education Extended Day
27	DHS	Department of Homeland Security
28	DI	Direct Instruction
29	DOA	Department of Administration
30	DPHSS	Department of Public Health and Social Services
31	ECE	Early Childhood Education
32	EPA	Environmental Protection Agency
33	E-RATE	Education Rate
34	ESL	English as a Second Language
35	FAS	Fixed Asset System
36	FEMA	Federal Emergency Management Agency
37	FPA	Family Partnership Agreement
38	FSAIS	Financial Student Administrative Information Support
39	GATE	Gifted and Talented Education
40	GCC	Guam Community College
41	GEPA	Guam Environmental Protection Agency
42	GEPB	Guam Education Policy Board
43	GETEP	Guam Educators Test of English Proficiency
44	GFD	Guam Fire Department
45	GFT	Guam Federation of Teachers
46	GHS	Guam Homeland Security
47	GOSHA	Guam Occupational Safety and Health Act
48	GPD	Guam Police Department
49	GPSS	Guam Public School System
50	HAZMAT	Hazardous Materials
51	HS	Head Start
52	IDEA	Individuals with Disabilities Education Act
53	IEP	Individual Education Program

NO.	ACRONYM	TERM
54	IHE	Institute of Higher Learning
55	INTASC	Interstate New Teacher Assessment and Support Consortium
56	ISLLC	Interstate School Leaders Licensure Consortium
57	JBUCTC	Joint Board Union Curriculum Textbook Committee
58	LARM	Language Arts Reading Math
59	LAS	Language Assessment Scale
60	LEA	Local Education Agency
61	LP1	Licensed Practitioner 1
62	LRE	Least Restrictive Environment
63	ME	Management Evaluation
64	MOA	Memorandum of Agreement
65	MOU	Memorandum of Understanding
66	NC	No Credit
67	NCLB	No Child Left Behind
68	NCTE	National Council of Teachers of English
69	NCTM	National Council of Teachers of Mathematics
70	NASSP	National Association of Secondary School Principals
71	NFPA	National Fire Protection Agency
72	NGA	Ninth Grade Academy
73	NRS	National Reporting System
74	NSDC	National Staff Development Council
75	OSHA	Occupational Safety and Health Act
76	PAA	Personnel Advisory and Advocacy
77	PAAP	Personal Adult Advocacy Program
78	PACE	Planned Alternative Center for Education
79	PFCOP	Parent Family Community Outreach Program
80	PL	Public Law
81	PPP	Personal Plan for Progress
82	PTEP	Professional Teacher Evaluation Program

NO.	ACRONYM	TERM
83	PTO	Parent Teacher Organization
84	QEC	Quality Evaluation Committee
85	RFP	Request for Proposal
86	RP&E	Research Planning & Evaluation
87	SAT	Stanford Achievement Test
88	SCHIP	State Children's Health Insurance Program
89	SEA	State Education Agency
90	SFA	Success for All
91	SOE	School of Education
92	SOP	Standard Operating Procedures
93	SPC	School Program Consultant
94	SPED	Special Education Division
95	SPP	State Performance Plan
96	SRO	School Resource Officer
97	STW	School to Work
98	SY	School Year
99	UOG	University of Guam
100	UPSBI	Understanding and Planning for School Bomb Incidents
101	USEPA	United States Environmental Protection Agency
102	VPA	Visual and Performing Arts
103	WASC	Western Association of Schools and Colleges
104	WRAT	Wechlers Reading Achievement Test
105	YEC	Yamashita Educators Corp

DAP Section	Program Title	Sub-Programs	Program Manager or Project Director	Program Amount
I. Standards And Assessment	Researched Based Instructional Program		Administrator, Reading First Center	$10,192,195.00
	Standards And Assessment	Curriculum Guides	Associate Superintendent, Curriculum & Instruction	$250,000.00
		Success for All (SFA)	Associate Superintendent, Elementary	$75,000.00
II. Personnel Quality & Accountability	Recruitment & Retention		Administrator, Personnel Services	$400,000.00
III. Federal, State and Local Programs	Dept. of Education Extended Day (DEED)		Associate Superintendent, Elementary	$950,000.00
	Head Start		Program Director, Head Start	$2,739,752.00
	English as a Second Language (ESL)		Associate Superintendent, Curriculum & Instruction	$3,902,425.69
	Special Education		Associate Superintendent, Special Education	$15,025,069.00
	Gifted & Talented Education (GATE)		Associate Superintendent, Special Education	$490,000.00
IV. Home School Connection	Parent-Family-Community Outreach Program		Administrator, Student Support Services	$750,000.00
V. Education Indicator System	School Student Improvement	School Resource Officer (SRO)	Administrator, Student Support Services	$100,000.00
VI. System-Wide Needs/Changes	Alternative School		Principal, Alternative School	$639,794.81
	Eskuelan Puengi (Night School)		Associate Superintendent, Secondary	$200,000.00
	Secondary School Reform		Associate Superintendent, Secondary	$200,000.00
	School Based Summer School		Associate Superintendent, Elementary & Associate Superintendent, Secondary	$1,400,000.00
				$37,314,236.50

(a) INNOVATIVE ASSISTANCE PROGRAMS- Funds made available to local educational agencies under section 5112 shall be used for innovative assistance programs, which may include any of the following:

(1) Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards.

(2) Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.

(3) Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student academic achievement, and that are part of an overall education reform program.

(4) Promising education reform projects, including magnet schools.

(5) Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.

(6) Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.

(7) Programs to provide for the educational needs of gifted and talented children.

(8) The planning, design, and initial implementation of charter schools as described in part B.

(9) School improvement programs or activities under sections 1116 and 1117.

(10) Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage.

(11) Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including the basic principles involved with earning, spending, saving, and investing).

(12) Activities to promote, implement, or expand public school choice.

(13) Programs to hire and support school nurses.

(14) Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.

(15) Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.

(16) Programs to establish or enhance pre-kindergarten programs for children.

(17) Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.

(18) Programs for cardiopulmonary resuscitation (CPR) training in schools.

(19) Programs to establish smaller learning communities.

(20) Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.

(21) Initiatives to generate, maintain, and strengthen parental and community involvement.

(22) Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.

(23) Programs to provide same-gender schools and classrooms (consistent with applicable law).

(24) Service learning activities.

(25) School safety programs, including programs to implement the policy described in section 9507 and which may include payment of reasonable transportation costs and tuition costs for such students.

(26) Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.

(27) Supplemental educational services, as defined in section 1116(e).

USDE Guidance E. USES OF FUNDS BY LEAs

E-1. How may LEAs use Title V-A funds?

In the reauthorization of the former Title VI program as Title V-A, Congress expanded the number of innovative program areas in which LEAs may use funds. Formerly, there were nine innovative program areas. There are now 27. LEAs have the flexibility to design and implement innovative projects and activities within one or more of the 27 areas to serve educational needs that they have identified. The projects and activities that LEAs implement must meet three statutory requirements. They must be (1) tied to promoting challenging academic achievement standards, (2) used to improve student academic achievement, and (3) part of an overall education reform strategy. *[Section5131].*

In planning for the use of their Title V-A funds, as well as for the annual program evaluation that LEAs are now required to conduct (see section G below), it may be helpful to recognize the relationships between or among some of the 27 innovative program areas. An LEA may find that its proposed use of funds to carry out a project or activity under one program area will also address another program area. To assist LEAs in planning for the use of their Title V-A funds and in evaluating their programs at the end of each year, we have developed the following categorization of the Title V-A innovative program areas.

Education Reform and School Improvement

➢ Promising education reform projects, including magnet schools *[Section 5131(a) (4)].*

➢ School improvement programs or activities under sections 1116 and 1117 of the ESEA *[Section 5131(a) (9)].*

➢ Programs to establish smaller learning communities *[Section 5131(a) (19)].* (For further guidance, see the Department's guidelines on the Smaller Learning Communities (SLC) program).

➢ Activities that encourage and expand improvements throughout the area served by the LEA that are designed to advance student academic achievement *[Section 5131(a) (20)].*

➢ Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching *[Section 5131(a) (22)]*.

➢ Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels *[Section 5131(a) (26)]*.

➢ Supplemental educational services, as defined in section 1116(e) of the ESEA *[Section 5131(a) (27)]*. (For further guidance, see the Department's forthcoming regulations for the Title I, Part A program.)

Teacher Quality, Professional Development, and Class-Size Reduction

➢ Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II of the ESEA, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards *[Section 5131(a) (1)]*. (For further guidance, see the Department's guidelines on the Title II, Part A program).

Parental Options

➢ The planning, design, and initial implementation of charter schools as described in Part B of Title V of the ESEA *[Section 5131(a)(8)]*.

➢ Activities to promote, implement, or expand public school choice *[Section 5131(a) (12)]*.

➢ Programs to provide same-gender schools and classrooms (consistent with applicable law and the Department's guidelines on Single Sex Classes and Schools, attached as an appendix to this Guidance) *[Section 5131(a) (23)]*.

➢ School safety programs, including programs to implement the unsafe school choice policy described in section 9532 of the ESEA, and that may include payment of reasonable transportation costs and tuition costs for students who transfer to a different school under the policy *[Section 5131(a) (25)]*.

Technology and Educational Materials

➢ Technology activities related to the implementation of school-based reform programs, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved *[Section 5131(a)(2)]*.

➢ Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student achievement, and that are part of an overall education reform program *[Section 5131(a) (3)]*.

Students with Special Needs

➢ Programs to improve the academic achievement of educationally disadvantaged elementary and secondary school students, including activities to prevent students from dropping out of school *[Section 5131(a) (5)]*.

➢ Programs to provide for the educational needs of gifted and talented children *[Section 5131(a) (7)]*.

➢ Alternative educational programs for students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs *[Section 5131(a) (15)]*.

➢ Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school *[Section 5131(a)(17)]*.

Literacy, Early Childhood Education, and Adult Education

➢ Programs to improve the literacy skills of adults, especially the parents of children served by the LEA, including adult education and family literacy programs *[Section 5131(a) (6)]*.

➢ Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of financial management skills (including the basic principles involved with earning, spending, saving, and investing) *[Section 5131(a)(11)]*.

➢ Activities to establish or enhance pre-kindergarten programs for children *[Section 5131(a) (16)]*.

Community Service and Community Involvement

➢ Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage *[Section 5131(a) (10)]*.

➢ Initiatives to generate, maintain, and strengthen parental and community involvement *[Section 5131(a) (21)]*.

➢ Service learning activities *[Section 5131(a) (24)]*.

Health Services

➢ Programs to hire and support school nurses *[Section 5131(a) (13)]*.

➢ Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel *[Section 5131(a) (14)]*.

➢ Programs for cardiopulmonary resuscitation (CPR) training in schools *[Section 5131(a) (18)]*.

School wide programs (ESEA Section 1114)

Consistent with the requirements of section 1114 of the ESEA, an LEA may consolidate and use funds under Part A of Title I and other programs that the Secretary may designate to implement a school wide program in a school in which at least 40 percent of the children are from low-income families.

Rural Education Initiatives (ESEA Sections 6201 through 6234)

Under the Title VI Rural Education Achievement Alternative Uses of Funds Authority, an eligible LEA may combine its Title V-A funds with certain other Federal funds and use the applicable funding to carry out local activities under one or more specified Federal programs.

An eligible LEA may use its "applicable funding" under the Small, Rural School Achievement Program to carry out activities under a number of Federal programs, including Title V-A.

H-3. What should an SEA or LEA consider to ensure that its use of Title V-A funds do not result in supplanting?

In general, an SEA or LEA should determine what educational activities it would support if no Title V-A funds were available. If the result of this determination is that no State or local funds remain available to fund certain activities that are supplemental in nature, then the SEA or LEA may be able to use Title V-A funds for those activities. In no event, however, may an SEA or LEA decrease State or local funds for particular activities because Title V-A funds are available.

H-2. May Title V-A funds be used for State-mandated activities?

The ability of an SEA or LEA to use Title V-A funds to carry out activities required by a State-mandated program depends upon whether non-Federal funds are already available to carry out activities under the State-mandated plan. Presumably, in the absence of Title V-A funds, the SEA or LEA would use State or local funds to carry out
a State-mandated plan. To use Title V-A funds in connection with that plan would therefore violate the supplement, not supplant requirement. However, in certain instances, an SEA or LEA may overcome the presumption that supplanting will result if Title V-A funds are used in connection with a State-mandated program or activity. In those instances, the SEA or LEA should be able to demonstrate through written documentation (e.g., State or local legislative action, budget information, or other materials) that it does not have the funds necessary to implement the program or activity and that the program or activity would not be carried out in the absence of the Title V-A funds.

H-1. Is there a non-supplanting requirement under Title V-A?

Yes. Section 5144 provides that Title V-A funds shall be used to supplement, and not supplant, any other Federal, State, or local education funds.

E-7. May an LEA use funds for direct administrative costs?

An LEA may use Title V-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of its Title V-A program. These costs may include the costs of "systematic consultation" with parents, teachers, and administrative personnel and the costs associated with the provision of services for private school children.

F-2. What administrative requirements apply regarding the provision of services to private school children?

The services, materials, and equipment that an LEA provides for the benefit of participating private school students must be secular, neutral, and non ideological. The control of Title V-A funds and the title to any equipment and materials purchased with those funds must remain in a public agency (usually the LEA). No Title V-A funds may be paid to any private school, and the title to equipment and materials may not be transferred to any private school. Title V-A services must be provided by a public agency either directly or through a contractor. Any contractor must be a person or an association, agency, or corporation who or that, in the provision of the Title V-A services, is independent of the private school and any religious organization. A public agency must supervise and have ultimate control over any contractor hired to provide Title V-A services. Finally, Title V-A services for private school students must supplement, and in no case supplant, the level of services that would be available to participating students and educational personnel in the private schools in the absence of the Title V-A funds *[Sections 5142(a)(1)(A) and (c)].*

E-6. May an SEA or LEA use funds for personnel?

SEA or LEA personnel who carry out activities under Title V-A may be paid with Title VA funds to the extent that their duties are authorized under Title V-A. If an employee works part-time on Title V-A or splits time among Title V-A and other local, State or Federal programs, the SEA or LEA must ensure that the employee keeps time distribution records so that Title V-A funds are used to pay only for that portion of the employee's salary attributable to Title V-A. In addition, if an SEA employee splits time between Title V-A administrative and programmatic work, the employee must maintain time and effort records showing the actual time spent on each program or activity so that the employee's salary is paid either from administrative funds or programmatic funds, as appropriate.

* All the comments/input have been brought to the respective committees for their consideration and disposition.

1. BOARD MEMBERS:

Comments	Section
a) Include Maintenance, Capital Improvement Projects, Finance, Operations & Administration & Technology	Education Indicators System
a. Elementary Report Card grading system	*a. Standards & Assessment*
b. What kinds of training are being done for those teaching the course?	*b. Reading, Language Arts, and Math Reform*
c. Why aren't we also looking at other schools based on data if we can expand SFA. Why just Agana Heights?	*c. Reading, Language Arts, and Math Reform*
d. Why are teachers being required to teach the course when in fact they do not have the proper training for it?	*d. Reading, Language Arts, and Math Reform*
e. Why are LOTE/ESL teachers who have students assigned to a specific teacher and yet the teacher is required to teach DI.	*e. Federal, State, and Local Programs*

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the DAP; All responses from the DAP Committee are based on the July 11, 2007 version of the DAP;
All revisions/additions are italicized;

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f. What is the program's plan to address students who are advance because many parents felt that their children are being cheated or held back because of the program design? I do know however that this is not the case, but it has to be in writing for parents to see.	f. . *Reading, Language Arts, and Math Reform/Home-School Connection*
g. DEED now to be known as After School Program: Reading the DAP, I agree with the program intent. However, that is certainly not the case. It has become a babysitting hours for parents' who have no one to watch over their children. I really don't think that was what the program was intended to be.	g. *Federal, State, and Local Programs*
h. GATE: There needs to be a clarification what exactly are being taught here in the schools that have GATE.	h. *Federal, State, and Local Programs*
i. Why isn't GATE also expanded to other schools? This is a great concern to many board members.	i. *Federal, State, and Local Programs*
j. Public Input: During one of the hearings there was a Ms. Roberto and no where in the report did it show public input. It should be included.	j. *Overall*
a. The 2003 District Action Plan appears to be for 10 years but the action plans cover less than 10 year actions and no provisions for update or revision. **Question:** What is the impetus of a revised DAP now?	a. *Overall*
b. The 2003 DAP contains a very interesting format of having the action plans follow the overview statements. **Question**: May there be a summary of actions and accomplishments independent of what is surmised in the proposed 2007 DAP, the one up for review?	b. *Overall*
c. The 2003 DAP contains a budget guideline for component activities. It is noted that the No Child Left Behind Grant will support the 2003 DAP with $7,110,400. **Question:** What other funding sources may support the proposed 2007 DAP? of Standards and Assessment, Reading First, Personnel Quality & Accountability, etc.	c. *Appendix F*
d. The revision of the DAP or what I'll call 2008 Plan has some historical, fiscal, and summary accomplishment but is not focused on what the revisions reference to the	d. *Overall*

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2003 DAP. **Question:** What and why the revisions using the framework	
e. The 2003 DAP is to cover 2003 to 2008. **Question:** Why the urgency to approve the DAP when it still needs more work and because the No Child Left Behind Act is up for reauthorization?	*e. Overall*

f. Objective or Action Tonight may include but not limited to:
    1) Approve the DAP 2007 Goals and Objectives as submitted.
    2) Modify and then approve based on the modification.
    3) Sustain the 2003 DAP and send back the 2007 proposed Plan as Draft 3 for further based on comments and feedback tonight. As much as possible use the 2003 format for the final plan with budget guidelines included. Submit the Revision on or before last Wednesday of July regular meeting (July 25) with an effective date of the Plan to be 2008-2013.
    Other recommendations? Let's hear.
	f. Overall

2. DIVISION HEADS

Comments	Section
a) The Reading and Math Reform Committee was originally chaired by Rose Rios. I would like to suggest that this committee be an umbrella committee under the Division of Curriculum & Instruction. (pg. 53)	*a. Reading, Language Arts, and Math Reform*
b) If Direct Instruction is still around, this should be the responsibility of the Reading First Center.	*b. Reading, Language Arts, and Math Reform*
c) The Superintendent should not be mentioned in taking the lead. (pg. 54)	*c. Reading, Language Arts, and Math Reform*
d) We have the BRIP. If we need to develop further Rewards and Sanctions for personnel, then this should be for this particular goal and objective. (pg. 54)	*d. Reading, Language Arts, and Math Reform*
Comments	**Section**

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e) This task in monumental. The Associates manage 2 largest divisions with a wider and complex range of issues and day to day challenges. (pg. 78)	*e. Home School Connection*
f) On pp. 74 and 84, change the section where the Associates are responsible for tasks and change it to RP&E	*f. Federal, State, and Local Programs Education Indicator System - DAP Accountability*
a) Completed on 2.3.2: Add on: to develop a cultural action picture word and phrase book from K-12. (pg. 62)	*a. Federal, State & Local Programs*
b) Develop a cultural action picture word and phrase book K-12. (pg. 62)	*b. Federal, State & Local Programs*
c) We need to be electronically included for the new ways of teaching. (pg. 62)	*c. Federal, State & Local Programs*
Headstart has no recommendations for changes to the DAP.	*Federal, State & Local Programs*
a) I assume that UOG is the only local teacher preparation on Guam. Is GCC considered part of this? (pg. 16)	*a. Personnel Quality & Accountability*
b) Please update the text to read "web-based" instead of "web-site"	*b. Standards & Assessment*
c) Recommend including FSAIS as support to assist with the 5th grade database.	*c. Reading, Language Arts, and Math Reform*

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3. SCHOOLS

Comments	Section
a. "After looking through the District Action Plan, I feel that the ideas will work out."-Gloria A. Frias, parent & teacher	*a. Overall*
b. "The District Action Plan is well-planned and action steps are realistic for the schools to accomplish."-Agnes A. Guerrero, Principal	*b. Overall*
c. "Looks good, no complaints."-Joanne Cepeda, Parent Rep.	*c. Overall*
a. Provide grammatical suggestions	*Overall*
a. I think the communication between middle and High School teachers is a good idea.	*a. System-wide Needs/Changes*
b. Accountability-Portfolio	*b. Standards & Assessment*
c. Continuous Recognition awards, training efficiently, SPED, LOTE, Speech/Therapy	*c. Personnel Quality & Accountability*
d. Parental Involvement/Effective Interaction	*d. Home School Connection*
e. Funding sources availability (pg. 56)	*e. System-wide Needs/Changes*
f. D.I. is effective for student below benchmark at any grade level, the LOTE Program; Resource Room Classes. (pg.53)	*f. Reading, Language Arts, and Math Reform*

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the DAP; All responses from the DAP Committee are based on the July 11, 2007 version of the DAP;
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Comments	Section
a) "Since it is the goal for 'All students in GPSS will successfully progress from grade to grade and from one level of schooling to another in order to maximize opportunities to successfully graduate from high school'-we, as a part of the school system, intend to subsidize this goal through or School Improvement Plan. However, the objective stated in the District Action Plan to meet this aforementioned goal, "Beginning school year 2007/2008, GPSS will increase the percentage of students performing at Level 3 (proficient) by at least 5% each grade level as measured by SAT10'-will not be reached if we are to continue with Direction Instruction programs as it is currently implemented.	*Reading, Language Arts, and Math Reform*
a) The DAP stated that curriculum has been aligned. What was aligned?	*a. Standards & Assessments*
b) Was the alignment vertical, horizontal or both?	*b. Standards & Assessments*
c) Why is there a need to conduct a standards survey when we don't implement GPSS Content Standards & Performance Indicators?	*c. Standards & Assessments*
d) How can we provide comments when there is no concrete data to use as a reference?	*d. Reading, Language Arts, and Math Reform*
e) Why utilize SAT10 as the standardized test? What about TerraNova or BSMT?	*e. Standards & Assessments*
f) From analyzing test scores, students do poorly by cohort. What are we comparing?	*f. Standards & Assessments*
g) When will or was the collaboration amongst stakeholders taken place to discuss the continuation with the implementation of DI?	*g. Reading, Language Arts, and Math Reform*
h) What steps have been taken to review other research-based curriculum to implement that does address student achievement on the SAT10?	*h. Standards & Assessments*
i) DI Reading does not address spelling.	*i. Reading, Language Arts, and Math Reform*

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Comments	Section
j) There is no DI spelling program implemented in the elementary level.	*j. Reading, Language Arts, and Math Reform*
k) DI does address comprehension strategies.	*k. Reading, Language Arts, and Math Reform*
l) DI does not allow teachers to deviate from scripted lessons	*l. Reading, Language Arts, and Math Reform*
m) What is identified as "grade level" and by what "research-based" evaluation was conducted to insure validity of identifying "grade level?"	*m. Reading, Language Arts, and Math Reform*
n) What are the results of the outside evaluator?	*n. Reading, Language Arts, and Math Reform*
o) Teacher certification: The use of a program that does not require out-of-pocket expense to pay for courses to meet certification requirements.	*o. Personnel Quality & Accountability*
p) No Comment	*p. Federal, State & Local Programs*
q) Is there a possible error in the goal? (DAP pg. 26 & 31)	*q. Home School Connection*
r) Please explain how this is possible with the current situation of finances.	*r. Education Indicator System*
s) How can accreditation help schools in this section of the DAP? What does it mean when a school is accredited?	*s. No section referenced*
t) Expand the 9th grade academy to all public high schools on island.	*t. System-wide Needs/Changes*

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Comments	Section
u) What are the goals of the "secondary improvement committee?"	*u. System-Wide Needs/Changes*
v) Identify indicators or predictors for student failure in school that may lead to drop-out or disciplinary problems.	*v. System-Wide Needs/Changes*
a) We are recommending that Mr. Mike Meno, Principal of Truman Elementary School be given the opportunity to present his input on the DAP. After our dialogue with Mr. Meno about the DAP many questions arose which the revised plan does not provide. Because of his findings are validated with data, I concur and support his endeavors. Consequently we are not supporting the revised DAP as it is; therefore, in the best interest of all GPSS children, we are requesting that Mr. Meno be provided the opportunity to provide his input.	*a. Reading, Language Arts, and Math Reform*
a) Provide suggestions on recommended "Lead" on pages 45, 46, 50, 57, 78, & & 79 b) Have other schools pilot SFA.	*a. No section referenced* *b. Federal, State, and Local Programs*
a) My major concern about this second revision is the section on the Transition Programs.	Systems-wide Needs/Changes
a) Revise/Update/Develop Standards (pg. 58) b) Transition Programs re: middle to high school not fulfilled SY2006-2007 summer due to minimal funding.	*a Standards & Assessment* *b. Systems-wide Needs/Changes*
a) I would like to be a member of LARMSS (pg. 9) b) GPSS should follow their in house standards in a timely manner (pg. 34) c) Needs to be monitored in a better way (pg. 38) d) There is no mention of Eskuelan Puengi. The collection of data and methodology should be developed by RP&E. (pg. 39)	*a. Standards & Assessment* *b. Education Indicator System* *c. System-wide Needs/Changes* *d. System-wide Needs/Changes*

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Comments	Section
a) Is there any data to supporting the effectiveness of major accomplishments of 2003 DAP? (pg. 8)	*a. Introduction*
b) Survey Results in chart form in appendix (pg.11)	*b. No section referenced*
c) Change "kids" to student (pg. 25)	*c. Personnel Quality & Accountability*
d) What can GPSS do to make itself the place teachers want to tech on Guam (pg. 24-25)	*d. Personnel Quality & Accountability*
e) Who takes care of the D students? (pg. 29)	*e. System-Wide Needs/Changes*
f) What data is available concerning students of the 9th grade academy? Can this be in the appendix or part of the support documents?	*f. System-wide Needs/Changes*
g) I see nothing concern Physical Education which is important due to Public Law 28.27. I insist that there is a comment concerning the importance of Fine Arts in the education of all children.	*g. Standards & Assessment*
a) Passport to Careers implemented in the High School not Middle School (pg. 4)	*a. Standards & Assessment*
b) Training is inadequate, especially for late incoming teachers. Not aligned with to SAT10 (pg. 16-19)	*b. Reading First Initiative*
c) BRIP not consistently implemented.	*c. Personnel Quality & Accountability*
d) Schools have not received support for positive behavioral supports (i.e. Second Step) – pg. 4	*d. Federal, State & Local Programs.*
a) PTEP cannot be replaced	*a. Personnel Quality & Accountability*
b) Current contract does not recognize the Teacher Standards approved in July 2006)	*b. Personnel Quality & Accountability*
c) Articulate involvement in ETS/Upward Bound to increase the number of students going into post-secondary schools	*c. System-wide Needs/Changes*

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the DAP; All responses from the DAP Committee are based on the July 11, 2007 version of the DAP;
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Comments	Section
d) Make reference to Breaking Ranks II to provide continuity in transition process from middle to high school.	*d. System-wide Needs/Changes*
a) 9th Grade Academy does nothing to maximize class load efficiency. Last year we had a science teacher with only 22/23 students per class while creating overloads in sophomore classes. And this in an overcrowded school. b) The three (3) credit increase at HS was unreasonable and should be rethought. I'd suggest keeping the previous level for vocational path students. It shouldn't be ignored that the presumed night schools and summer schools would solve the problems; our school only accepts so many due to lack of teachers/classes available.	*a. System-Wide Needs/Changes* *b. System-Wide Needs/Changes*

4. **GPSS WEBSITE ON DAP**

Comments	Section
a) The reason I am writing is to make sure that you keep the Direct Instruction program in place in the public schools when you revise the District Action Plan.	*Reading, Language Arts, and Math Reform*
a) I am concerned that DI is not mentioned while SFA is. Both programs are highly rated as researched based programs.	*Reading, Language Arts, and Math Reform*
a) Plan is comprehensive in that it includes all initiatives (i.e., all current reform efforts). b) The inclusion of achievement data is good, but the committee may want to include more current data on student achievement, qualifications (certification) of teachers, etc. c) The section on teaching and learning could be more inclusive by not having students with special needs and with a language other than English addressed separately.	*a. Overall* *b. Overall* *c. Standards and Assessments/Federal, State, and Local Programs*
d) SFA data is great; but there are conflicting statements in this section; two years in one paragraph and 7 years in another. e) The narrative includes statements from the literature - it would be strengthened if citations/sources were given for the statements.	*d. Federal, State, and Local Programs* *e. Overall*

*** Note: All comments made from stakeholders are based on the May 31, 2007 version of
the DAP; All responses from the DAP Committee are based on the July 11, 2007 version of the DAP;
All revisions/additions are italicized;**

Appendix G

Comments	Section
a. Alternative school is not mentioned in the Revised DAP. It is usually after the Summer School;	*a. System-Wide Needs/Changes*
b. We must include Direct Instruction as one of our Federal programs. It still exists, just like SFA;	*b. Reading, Language Arts, and Math Reform*

5. <u>PARENTS, AND OTHER STAKEHOLDERS (Public Participation)</u>

Comments	Section
Questioned the issue of not grading the content areas of Social Studies, Science, Health, PE, Music and Art; Asked: what happens when a student transfers to the states? Will that child be retained due to a lack of grades in these content areas?	*Reading, Language Arts, and Math Reform*

Comments	Section
Received input and revisions/additions to the DAP narrative and matrix	*Introduction; Reading, Language Arts, and Math Reform*; Personnel Quality & Accountability; Matrix: Personnel Quality & Accountability; Federal, State, and Local Program; System-Wide Needs/Changes
Issues about GATE: *So few teachers are in the district that teach GATE in the secondary level; GATE is for academically gifted students for grades K-5; For the secondary, GATE teachers are rare; This is due to FTEs being used for other positions;*	*Federal, State, and Local Programs*

* Note: All comments made from stakeholders are based on the May 31, 2007 version of
the DAP; All responses from the DAP Committee are based on the July 11, 2007 version of the DAP;
All revisions/additions are italicized;

Appendix G

APPENDIX H
SY 2003-2007 ACCOMPLISHMENTS
OF
EACH SECTION OF THE DAP

I. STANDARDS AND ASSESSMENT

SY 2003 - 2007 Accomplishments

The LARM (Language Arts, Reading, and Math) Cadre was formed in SY 2001-2002. It was composed of teachers from the elementary, middle and high schools. Two cadres emerged from this group; the Language Arts/Reading Cadre and the Math Cadre. The overall LARM cadre took two school years (SY 2002-2003 and SY 2003-2004) to complete both alignment documents.

The LARM Curriculum Alignments were designed to help teachers prioritize the skills to be taught and to keep the teacher focused on what is to be taught. It was organized by grade level to illustrate a seamless transition from grade to grade. Skills have been identified and prioritized by quarters to provide consistency among the schools throughout the district. It provides continuity so that efforts are not needlessly repeated from grade to grade, and expectations are clear among all teachers. This will ensure that all students will be ready and well prepared to handle the skills in the next grade level. The LARM Cadre groups identified which skills were to be taught in each quarter. The alignment documents provide a clear picture of what skills students will be learning for each quarter and provides teachers with a tool to help them plan their instruction for the school year.

Cadre members correlated and aligned the K-12 Content Standards and Performance Indicators, National standards (NCTE and NCTM), SAT-9/SAT-10 Skills of Instructional Objectives, and included the skills and location of these skills in the adopted textbooks. In SY 2003-2004, the Math Cadre completed the LARM K-12 Math Curriculum Alignment and Guide. The LARM K-12 Math Curriculum Alignment was completed in August, 2003. The LARM K-12 Math Curriculum Guide was completed in April, 2004. In SY 2004-2005, the Language Arts/Reading Cadre completed the LARM K-8 Language Arts/Reading Curriculum Alignment and Guide. Both the LARM K-8 Language Arts/Reading Curriculum Alignment and Guide were completed in November, 2004.   Furthermore, the LARM K-5 Math Curriculum Alignments were updated at the end of SY 2005-2006 to show a correlation between the SAT-10 standards/skills and the adopted textbooks.

Orientations on the use of the LARM Curriculum Alignments for both Language Arts/Reading and Math were conducted by the LARM Cadre to teachers of the different regions on October 14, 15, 16, and 17, 2003. Furthermore, an orientation was also conducted to administrators on October 20, 2003. In November of 2003, the LARM Curriculum Alignment Survey was completed and disseminated to all schools. Feedback from these surveys were compiled in December of 2003 and revealed the following:

Total number of teachers that responded: 88. Of the these teachers, 75 were elementary teachers, 6 were middle school teachers, and 7 were high school teachers.

73% of the teachers surveyed indicated that the information in the LARM Curriculum Alignment was helpful to their daily, weekly, and quarterly instruction; 3% indicated that the information in the LARM Curriculum Alignment was not helpful to their daily, weekly, and quarterly instruction; 21% of teachers indicated it was "somewhat" helpful; and 3% of teachers indicated "No Comment"

72% of teachers surveyed indicated that the LARM Curriculum Alignment was relevant to their teaching; 8% said no; 17% said somewhat; and 3% answered "No comment".

72% of teachers surveyed indicated that the information in the LARM Curriculum Alignment was meaningful for their students' learning; 4% said no, it wasn't; 21% said somewhat; and 3 % replied, "No comment".

68% of teachers surveyed indicated that the LARM Curriculum Alignments are appropriate for their grade level; 2% indicated no; 27% said somewhat; and 3% indicated, "No comment".

Both the LARM K-12 Math Curriculum Alignments and Guides as well as the LARM K-8 Language Arts/Reading Curriculum Alignments and Guides are posted on the GPSS Website.

Teacher Survey

Teachers were surveyed in May 2000 to collect information about: (1) the extent to which the adopted standards are being used, (2) staff development needs related to the standards, and (3) how the standards can be improved. Fifty-five percent (1,102) of 2,009 teachers completed the survey. Results indicated the following:

- Eighty-two (82%) percent of teachers possess a copy of the standards, while fourteen percent (14%) do not.
- At least forty-four percent (44%) of teachers have received some type of training on the adopted standards. The top three training needs indicated as being greatly needed to effectively implement the standards are: (1) connecting standards to the

SAT 9 and criterion referenced tests, (2) review of successful classroom practices in which standards are being used, and (3) implementing standards in the grade or subject they teach.

- Teachers use the following sources to guide their everyday teaching: (a) grade level expectations/course outlines, (b) reference books and materials, (c) teacher's edition of textbook, (d) self-made curriculum and resources and (e) skills on report cards. The adopted standards ranked sixth in its use as a daily source of teaching.
- Seventy-five percent (75%) strongly agreed that standards should come with curriculum guides, instructional models and assessment tools; Seventy-one percent (71%) strongly agreed to aligning standards, instruction and the SAT9 test; fifty-two percent (52%) strongly agreed that standards should be developed for every grade, not just grade levels; and ninety-three percent (93%) agreed to some extent that the standards are an important factor in the conduct of their teaching.
- Forty-seven percent (47%) of teachers indicated that the adopted standards were used as a criterion in evaluating their teaching, twenty-six percent (26%) were not sure and fourteen percent (14%) were evaluated without the standards. Eighty-six percent (86%) agreed to some extent that the standards are
important factors in the conduct of their teaching.

Alignment Planning for Adopted Curriculum

The results of a survey of teachers pointed to the need for the district to review whether the essential elements that comprise a standards-based education system are: 1) in place, 2) of high quality and 3) fully aligned.

Those elements that were reviewed and aligned were:

- Standards. These must be clear, specific, challenging, and up to date. Standards developed by professional organizations such as the National Council of Teachers of Mathematics (NCTM) should guide the creation of high-quality standards.

- Curriculum. A curriculum that is aligned with the standards should:
  - ➢ Detail the learning sequence of knowledge and skills for each grade and subject, and from grade to grade in each subject;
  - ➢ List the instructional materials and other resources that teachers can use in designing their standards-based lessons;
  - ➢ Offer excellent models of instructional strategies or techniques;
  - ➢ Provide classroom assessment tools and rubric guides that will help teachers judge student performance against the expected standards.
  - ➢ Contain examples of high quality standards-based lesson plans that depict expected student products and results;
  - ➢ Provide diagnostic tools that will help teachers identify struggling students early.

- Professional Development. Teachers must be provided standards-based professional development that emphasizes mastery of content, instructional strategies, and assessment tools to measure the progress students are making toward achieving the standards. They also must be provided with adequate resources and tools to teach the standards.

- System-Wide Standards-Based Tests. This is a vital component that has not been addressed in the creation of standards-based education. Standards-based tests are specifically designed or selected to reflect the adopted standards that teachers are expected to teach via the curriculum guides. Student scores are compared to an expected level of performance as set by the district, and indicate the extent to which students are meeting defined content standards based on performance levels such as: advanced, proficient, basic, below basic, and far below basic.

Teacher Involvement at the District Level

Teachers had the opportunity to be involved in the development and implementation of standards-based education by participating in the district LARM (Language Arts, Reading, Math cadre activities. The district LARM cadres were comprised of teachers from elementary and secondary schools representing language arts, reading, and math who were identified by the principals to participate in this standards and assessment project. Further, teachers who participated were compensated with a stipend payment and also received graduate credits for the work completed.

The scope of work of the project included:

- Aligning standards, assessment, and curriculum
- Identifying and prioritizing quarterly skills
- Developing curriculum guides
- Developing standard end-of-course assessments
- Creating classroom assessments and standard quarterly assessments
- Training for and by district LARM Cadre
- Compiling standard lesson banks
- Organizing LARM conferences/workshops, e.g. Teacher Fairs

The tasks that were performed by the Cadre members to meet the goals of the project encompassed 1) reviewing and updating reading, math, and language arts standards, 2) ascertaining the degree of alignment among the standards, textbooks, and the SAT 10 tests, and 3) developing curriculum guides, sample lesson plans, and classroom assessment tools aligned to the standards.

At the end of the project these documents were made available to all teachers in the GPSS website.

READING FIRST (READING, LANGUAGE ARTS, AND MATH REFORM)

SY 2003 - 2007 Accomplishments

Student Performance: Based on school program reporting:

✓ At the end of SY 2006-07:
1. 48% of kindergarteners were reading at a beginning second grade level.
2. 42% of first graders were reading at a beginning third grade level and
3. 29% of second graders were reading at a beginning fourth grade level
4. 34% of third graders were reading at a beginning fifth grade level
5. 29% of fourth graders were reading at a beginning sixth grade level
6. 37% of fifth graders completed sixth grade reading and were placed in a   middle school literature-based reading program.
✓ In SY 2004-05, 99 % of middle school students were tested into the corrective reading program. At the ending of SY 2006-07, 32 % of the students are no longer in need of the corrective decoding program.

Teacher Training and Support

On an annual basis, our summer institute for teachers and staff is held on the numerous instructional programs and levels. In the first year of implementation, we trained over 600 teachers. In the second year, with the expansion of the program to the upper elementary and middle schools, we trained over 1,000 teachers in the various programs.   For the third and fourth year, we trained approximately   600 and 300 teachers respectively. For the first three years, we conducted in service-training of the program to district-wide for teachers who were hired after the beginning of the school year, or to those were unable to attend the summer pre-service training. Throughout the year, implementation managers and local cadre teachers held trainings at the numerous school sites depending on the need of the teachers at the schools.

National Institute for Direct Instruction consultants continue to provide our district with consultation services on implementation components and training. All participating schools are provided with at least six site visitations by the consultants to review data and provide the district office with recommendations for further improvement. After their visitation block is completed, an exit review meeting was scheduled with administration. These visitations are critical in that they identify specific site implementation challenges. As a district, our challenge is following through on the possible solutions discussed. Reports are documented and provided for the district.

The Reading First Center has continued to grow and improve on the various tasks. The building of local capacity to train and provide support to the schools has been noteworthy. Currently, we have approximately 30 certified instructors district-wide for the various Direct Instruction programs and levels.   The district DI coordinators have sharpened their skills in identifying specific problems and in recommending solutions based on student performance. They have provided the schools with support in the review of data, scheduling, regrouping, identification of problems and solutions and implementation structure. Reporting of their tasks and accomplishments may be found on our GDOE website. The Reading Center continues to provide the schools with the needed support on program specifics. The hiring of DI Substitutes or Teacher Assistants in the primary classrooms aids the teachers in maximizing instruction time especially for the low performing students. The goal of accelerating our low performing students through the program sequence is critical as we ensure that our students will meet the goal of successfully progressing from one grade level to the other.

Sensing Survey: In School Year 2004-05, a Sensing Survey was conducted by the Superintendents Office. The purpose of the survey was to provide input from the school community regarding their perception of the Direct Instruction Program. Thirty-two (32) schools participated in the survey.   A total of 7,547 individuals responded to the survey. The breakdown was as follows:

Total Elementary Responders: 6480.
 5,756 parents; 445 teachers; 32 Administrators; and 247 others (staff, Librarian, Nurse, etc).

Total Middle School Responders: 1067
893 parents; 146 teachers; 9 administrators and 19 other.

Question #1: What are the three subjects most important for all students? Top three subjects respondents had indicated in the survey were: Reading (5365); Math (5365) and Language (4252)

Question #2: Do you think it is important that students have additional time for learning Reading? 78% of the respondents answered yes to this question.

Question #3: Are students receiving appropriate amount of instruction in: Chamorro (55% answered Yes); Special Education (27% answered Yes); Many parents were unsure about the GATE and LOTE programs since only a fraction of our students are enrolled in these programs.

Question #4: The Direct Instruction program at school has had a positive effect on each child's or student's Reading, Language Arts and Math subject. 72% of the total respondents indicated that the DI program has had a positive effect on their student or child.

Question #5: Do you believe that teachers and administrators received sufficient training for the implementation of the DI program? 58% responded that both teachers and administrators received sufficient training for the implementation of the DI program. However, 29% were unsure while 17% did not believe that teachers and administrators received sufficient training.

Our need for improvement can be found in three major areas:
- Follow through with the implementation of solutions to address student performance based on student and teacher data reviews
- Address the need for a structure to provide rewards and sanctions for excellence in teaching and plans for improvement
- Hold all accountable for the reporting of valid and reliable data to ensure that we are making informed decisions about student learning and teaching

No doubt we have encountered many challenges as we progress through the implementation. Challenges span from the classroom to the governance of education. Implementing reform has not been easy; however, we will continue to stay the course for our students.

SUCCESS FOR ALL READING PROGRAM (SFA)

Success For All is a research-based, comprehensive reading approach designed to provide all students with learning experiences that enables them to attain reading proficiency at or above grade level by third grade and to maintain that success throughout the elementary grades. Success For All is an approved model that follows the strict criteria of the Reading First Committee in accordance with the "No Child Left Behind" legislation and emphasizes prevention and early intervention to anticipate and solve any learning problems. This ensures that virtually every student will succeed in reading throughout the elementary grades and that no student will be allowed to "Fall between the cracks".

The goal of Success For All is to provide all students with the foundation they need to succeed in the later grades and leads finally to higher rates of graduation from high school, improved literacy at all levels, and greater opportunities for success in adulthood.

 SFA continues to evolve, adapting to innovative methods of instruction. Success For All's primary focus is to provide schools and teachers with the curriculum, strategies, tools, and training that can help them ensure the academic success of their students.

The Success For All Reading Program curriculum is aligned with the Guam Public School System's Content Standard and Performance Indicators and the Stanford Achievement Test 10 Content Standards. It augments the core content areas of Reading, Language Arts, Social Studies, Science, Health, Fine Arts and Physical Education through the program's systematic instruction of reading comprehension skills and strategies.

Success for All Reading Program provides schools with:
- Research-based curriculum materials
- Extensive professional development in proven instructional strategies.
- Assessment and data monitoring tools.
- Classroom management techniques
- Tutoring for struggling students
- Ongoing family involvement and community support.

At the core of the Success For All program structure is:
- 90-minutes of uninterrupted daily reading instructions
- Homogenous Cross-Grade Grouping by reading level.
- Cooperative learning embedded throughout the program which focuses on individual accountability, common goals, and recognition of success.

Special features of the Success For All Program are:

Curriculum: Students in preschool through grade six learn to read and write by using a research-based reading curriculum, coupled with appropriate cooperative learning strategies.

Professional Development: Success For All teachers, facilitators, and leaders receive intensive support to make certain implementation of the Success For All reading program is successful. The observations, feedback and training on updated program strategies ensure the program fidelity and focus.

Quarterly Assessments: Provides a quarterly progress check for every child. Assessment data is used to develop appropriate interventions, guide instruction, and move students into higher reading levels ensuring that no child is left behind.

Tutoring: One of the most effective educational interventions, tutoring is designed to parallel and reinforce classroom reading instructions for struggling students.

Classroom Management: Students are taught social problem-solving skills at the beginning of the year and teachers receive ongoing training in proven classroom management practices so few discipline problems or other distractions occur during the SFA reading block.

Prevention and Intervention: Every school establishes a team that links students, families, educators, and community resources together. Their combined forces and relentless focus support children's academic achievement.

On-site Facilitators/Coordinators: Working with the Success For All Foundation trainer, the facilitators / coordinators organizes all staff development, monitors data from each quarterly assessment, and provides support and coaching to all teachers. These full-time certified teachers assist the faculty and staff implement the SFA program.
The Success For All approach to increasing student achievement:
- o Cooperative Learning
- o Cycle of effective instruction
- o Use of data and ongoing assessment

Cooperative Learning

Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful. In the cooperative learning classroom, all students benefit from the constant coaching, encouragement, and feedback of their peers. Together they accomplish more than as individuals and they have more fun in the process. When student collaborate, they have an opportunity to discuss new concepts with someone close to their own level of understanding. They get to try out new ideas and ask questions in a small group before speaking to the whole class. When students discuss and defend their ideas or solutions with teammates, they learn to think problems through, to support their own opinions, and to critically consider the opinions of others before coming to a conclusion. They learn that in the end, the responsibility for learning still rests with them.

The benefits of cooperative learning are well researched and documented. These benefits are:
- Higher grades
- Increased retention of information
- Better relationships with peers
- Greater intrinsic motivation
- Better ability to stay on task
- Improved attitude toward school

The SFA curriculum emphasizes that team goals can only be achieved when all members of the team are learning and improving. Research has shown that three elements key to making cooperative learning effective are team recognition, individual accountability, and equal opportunity for success where no one is in direct competition with one another.

Research shows that structuring opportunities for team members to help each other, and rewarding teams whose members improve upon past performances, is the most effective cooperative learning model.

Cooperative learning is often portrayed as involving team grades, or asking one child to do the work of four, or turning the control of the classroom over to the students. In SFA it means none of these things. Instead it means that students work together, but are individually accountable for their learning and contributions.

Cycle of Effective Instruction

SFA lesson is structured around the same basic framework, designed to support cooperative learning and make the best use of both teacher time and student learning time. During the first portion of each lesson teachers prepare students for learning. Through questioning and modeling they lead students through the new content they need to complete the rest of the day's activities, whether reading, conducting research, or working on a team product. Students take control of their learning, working with partners or teams while teachers circulate through the room monitoring comprehension and to clarify misunderstandings.

Use of Data and Ongoing Assessment

Monitoring student progress is an ongoing activity in all SFA classrooms. A variety of tools are used to monitor student progress, some formal and others informal. Data collected is used to guide teachers as they make instructional decisions as they plan for interventions for struggling students.

The Success For All Initial Assessment is administered to every student in his or her first year of SFA. The results of the initial assessment allows for assigning students to their appropriate level of reading.

Students in Reading Roots and Reading Wings are assessed at quarterly intervals as part of a multiple measure to determine mastery levels, to challenge the students at a higher reading level placement and to design a plan for intervention for struggling students.

Reading Roots Assessment

Students in Reading Roots (the First Grade Reading Program) are assessed individually using the Success For All Reading Roots Assessment Record Form. The SFA Reading Program provides a test that measures sounds, words, and strategies students learn in the Reading Roots Curriculum. The Reading Roots Assessment determines which specific skill such as letter and sound knowledge, sound blending, recognizing sight words, comprehension, and fluency are mastered.

Reading Wings Assessment

Agana Heights Elementary School utilizes the McGraw-Hill Diagnostic Placement test (Guam Public School System's adopted reading series) to measure comprehension and vocabulary skills learned in the Wing Reading curriculum. This measurement helps determine whether the specific skills such as vocabulary, phonics, word recognition, and comprehension have been mastered. The test is administered to all students reading at or above the second grade reading level.

Scholastic Reading Inventory

In addition to SFA Reading Roots Assessment and the McGraw-Hill Diagnostic Placement Tests, Agana Heights Elementary School administers the Scholastic Reading Inventory Test (SRI) at the end of the school year to all students. The SRI measures comprehension and vocabulary development. The result of this assessment is compared to the McGraw-Hill Diagnostic Placement scores and the Reading Roots Assessment to validate the students' consistent growth as proficient readers.

Success For All Curriculum Components

KinderCorner

KinderCorner is a research-based and research-proven full-day kindergarten program that provides children with experiences that prepare them for success in the primary grades. The overall goal of KinderCorner is to ensure that every

child enters the first grade with the language skills, early literacy, numeracy concepts, social skills, self-help skills and self-confidence necessary for success in the elementary grades. The KinderCorner Curriculum is based on constructive principles of developmentally appropriate practice, concrete, age-appropriate activities that target nine developmental domains, phonemic awareness, and phonics skills which are taught from the beginning of the year.

Kindergarten Curriculum

Greetings, Reading and Writing – welcomes children into the classroom to begin the day with reading, writing and other meaningful activities.

Let's Get Together - settles children into a sharing time to promote oral language development and a sense of community. They learn vocabulary and thematic concepts for the day.

Rhyme Time – promotes phonemic awareness and increases vocabulary related to the theme through rhymes, songs, and games.

Story Tree – engages children in wonderful, age-appropriate literature as they make predictions, recall events, and learn new theme-related vocabulary.

Learning Labs – engages children in problem solving, exploring materials, experimenting, observing, and recording.
15-Minute Math – connects math to everyday life.

Snack/Outside/Gross Motor Play – enhances children's interpersonal, self-help, and gross motor skills through peer and adult-child interaction.

Stepping Stones – exposes children to phonics through letter-sound connections, blending, and segmenting. The KinderRoots Share Stories (Kindergarten's beginning reading program) provide a meaningful context to practice beginning reading skills.

Math Mysteries – emphasizes number concept awareness and math skills development, as students construct their own understanding of mathematics.

Let's Daydream – provides poetry or beautiful prose filled with imagery that children listen to as they rest.

Write Away – has children writing about whatever they wish or responding to theme-related suggestions by the teacher.

Let's Think About It – reinforces skills and concepts that children have learned during the day.

Home Link – promotes family involvement in children's education through an activity that links what children learn at school with their life outside school.

Reading Roots

Reading Roots is a research-based beginning reading program that has proven its effectiveness in randomized experimental research. It is a fun, fast-paced 90-minute comprehensive curriculum that targets the needs of students reading at the first grade level. It provides a strong basis for successful reading by providing systematic phonics instruction supported by decodable stories, as well as instruction in fluency and comprehension. Reading Roots fosters students' love of reading by providing rich literature experiences, extensive oral language development, and thematically-focused writing instructions. Students are assessed and regrouped according to their reading level every quarter to ensure they are receiving the most focused instruction. The Reading Roots curriculum focuses on six essential pillars of reading instruction: powerful phonemic awareness and phonics instruction, strong focus on fluency, daily comprehension instructions, vocabulary development using children's literature, strategies to support English Language Learners, and assessment tools and techniques.

Reading Roots Curriculum

Fast Track Phonics – colorful mnemonic pictures are integrated with alliterative phrases, sounds, and letter cues to provide phonemic awareness and phonics instruction in six skills: letter-sound correspondence, auditory sound blending, word-level blending, writing sounds, auditory segmentation of sounds, and sound spelling. Entertaining puppets, chants, and games add fun to the fast-paced systematic instruction that is designed to review and introduce sounds and their written representations.

Shared Stories – Shared Story books invite students to use their developing decoding, fluency, and comprehension skills. The teacher presents new vocabulary words, and then guides students to read the story with their partners. Students then discuss their comprehension as they become confident, enthusiastic readers.

Story Telling and Retelling (STaR) – a collection of forty-eight books, both fictional and expository texts are read interactively with students as part of the Reading Roots lessons. Prediction, clarification, questioning, summarization, and visualization strategies are modeled and practiced as they relate to the comprehension of the text structure, meaning, or story elements of the STaR books.

Language Links – structured Language Links activities which are based upon the corresponding Shared Story and STaR story in the lesson, stimulate children's oral language and cognitive development as they learn effective ways to communicate ideas, feelings, and experiences. Students use higher-level thinking skills as they engage in discussion of authentic literature.

Story-Related Writing – on the third day of every Reading Roots lesson, students are guided through a writing activity that is related to the theme of both the Shared Story and STaR books. Students use the writing process as they think, speak, and work collaboratively with others.

Reading Wings

Reading Wings is a 90-minute comprehensive program that targets the needs of students reading at the second through sixth grade levels to ensure their consistent growth as proficient readers. Reading Wings is based on scientific principles and proven research to improve students' reading comprehension. Students are assessed and regrouped according to their reading level every quarter to ensure they are receiving the most focused instruction possible.
Students in grades 2-6 who have successfully learned to decode need more sophisticated reading skills to become proficient readers. Reading Wings supports students as they build their vocabulary, develop fluency, and continue to develop listening and reading comprehension strategies and skills, oral language development, and written expression.

Reading Wings teaches students comprehension strategies, such as summarization, clarification, graphic organizers, story structure, and prediction, so the students can become confident, strategic readers.

Reading Wings Curriculum

Listening Comprehension –in listening comprehension, teachers use fiction or nonfiction literature to model strategic reading and engage students in interactive dialogue about the story elements, author's craft, or expository text structure. The teacher reads the selection interactively with the students, then ask higher-order thinking questions, and involves them in discussing the story structure of narrative and expository text, literary devices, genres, and making predictions.

Reading Together– students spend approximately 55 minutes participating in Reading Together. During this time, student activities are guided by Treasure Hunts that are created to support the Guam Public School System's adopted reading series and a variety of reading materials, from second through eighth grade reading levels. Treasure Hunts focus on story-related activities, which begin with teacher directed story motivation, vocabulary, and story introduction. Partner/team practice guides students through a sequence for reading and discussing the text. Teachers closely monitor student teams to model the use of comprehension strategies.

Adventures in Writing – Are designed to extend students' thinking about certain concepts or skills, provide instruction in different types of writing, and engage students in working through the writing process in a cooperative setting.

Two-Minute Edit – A whole group activity that focuses on a grammar or mechanics objective selected by the teacher from a sentence or short paragraph in their writing.

Book Club – An opportunity to reinforce and celebrate the reading that students complete each night at home and provides the students the opportunity to share the books and stories they have enjoyed with their classmates.

Tutorial

The tutoring is set-up in one to one or small group, not to exceed four students in each group. It provides the early intervention needed to support the concept that every student succeeds the first time they are taught. The students reading below grade level are address in the following manner:

- 30% of first grade students reading below grade level
- 20% of second grade students reading below grade level

- 10% of third grade students reading below grade level

Family Support

The family support concept is to focus all resources of the school and community in resolving student challenges, to ensure that no child falls through the cracks. By developing school based interventions it will ensure that the school is doing every it can to provide extra support for students who are not being successful.

In August 2000, initial reading assessments of 423 students found that 51% were reading below grade level; 16% on grade level; and 33% above grade level. The students were reassessed at the end of the school year of the first year of SFA implementation in May 2001. The results revealed the following:

34% of the students assessed were reading below grade level, a decrease of 17%; 20% were reading on grade level, an increase of 4% and 46% were reading above grade level, an increase of 13% from the initial assessment.

In May 2007, our seventh year of implementation, results of a recent assessment revealed that of the 447 students tested:

21% of the students were reading below grade level, a decrease of 30%; 12% were reading on grade level, a decrease of 4% and 67% were reading above grade level, an increase of 34% from the initial assessment administered in May 2001.

A cohort study was conducted for School Year 2000 – 2005 of students who began the Success For All Reading Program from the first grade through the fifth grade. The results of this study revealed:
Of the students who were initially assessed in August 2000, 53% were reading below grade level;
10% were reading at grade level and 37% were reading above grade level.

In May 2005 of that cohort assessed in August 2000, 21% were reading below grade level a decrease of 32%; 14% were reading at grade level, an increase of 4% and 65% were reading above grade level an increase of 28%.

II. PERSONNEL QUALITY & ACCOUNTABILITY

SY 2003 - 2007 Accomplishments

One objective for improving personnel quality and accountability was to augment or implement new recruitment strategies. Recruitment guidelines have been developed describing the process of recruiting teachers from off-island. Recruitment strategies have been discussed to increase the number of "hits" from off-island that includes recruiting from foreign countries, more aggressive utilization of technology, continued collaboration with teacher preparation programs, and the more effective use of the Bonus, Rewards, and Incentives Program (BRIP). The BRIP was successfully implemented in July 2004 and began with the award of bonuses for teachers with High GPA and incentives for allied health professionals. However, due to local funding limitations, implementation of the program was short-lived for teachers. Continuation of the BRIP and its overall success is contingent upon funding availability and better alignment with aggressive recruitment and retention strategies. The Yamashita Educator Corp (YEC) has been successful in providing scholarships for filling teacher positions, school administrator positions, librarians, counselors, and school aides. Despite limited funding also, YEC was successful in implementing the teacher fast track program for mid-career changers who possess degrees. The program has approximately sixty (60) participants who want to become certified teachers. Additionally, the School of Education at the University of Guam continues to graduate at least thirty (30) SOE students each semester and is a source of recruitment for GPSS.

Good progress was achieved in improving the development and quality of professional staff with the implementation of the Educators' Academy for teachers and the Leadership Academy for school administrators that have continued annually since being implemented in 2003. A Saturday Workshop series was piloted for teachers. Also, the Teacher Mentor Program was successfully piloted in 2006 and the Mentor Academy I was successfully inaugurated in April 2007 and just recently, Mentor Academy II was completed in July 2007. In the area of improving personnel accountability, new Teacher Performance Standards were adopted by the GEPB in July 2006, and HATSA drafted new Administrator Performance Standards in May 2007, which is pending GEPB approval.

To complete what has already been planned for improving personnel quality and accountability, emphasis must continue in updating the recruitment and retention program to incorporate more aggressive strategies to include the use of BRIP, technology, and foreign recruitment. Professional development strategies must continue to include the development of a Professional Development Council so that the latest training standards may be developed or modeled for teachers and administrators. The teacher-mentoring program must be sustained and expanded to include other positions such as school administrators. The evaluation instruments for both teachers and administrators must be completed and implemented. Focus on workshops quality plans must transition to critical support staff to include activities for updating of job standards and implementation of staff and career development programs.

III. FEDERAL, STATE, & LOCAL PROGRAMS

SY 2003 - 2007 Accomplishments

Chamorro Studies

The Chamorro Studies Division's accomplishments are listed below:
1. The Content Standards and Performance Indicators per grade level was completed
2. The Language(grammar) book; *Kadenan Tiningo'* was completed
3. Posters regarding Heath, Safety, Cultural Activities- Flowers, Village/Sites/Schools, Parts of the Classroom, Shapes, Colors, Numbers were completed
4. The Math Activities/Ancient Counting System; *Tufong, Tufong gi Ansiånu* were completed

HEADSTART

SY 2003 - 2007 Accomplishments

The Head Start Division has adopted and implemented two curricula, Creative Curriculum and Second Step. With the <u>Creative Curriculum</u> the division generates progress reports on all children and classrooms as they relate to the Head start outcomes Frameworks. The Primary areas that are tracked are in literacy and math. Progress is documented three times a year and inputted on the computer. This generates reports on the progress of students, classrooms, and the program in the areas of literacy and math skills. Reports are on file. The <u>Second Step</u> program is an antiviolence curriculum for preschool. This programs provides evaluation through pre- and post-tests conducted on all children.

The National Reporting System, a federally mandated tool, requires that its test is administered to all children who will enter Kindergarten in September and May. The comparison report shows improvement through the year. Head Start children, both English language speakers and English language learners, show improvement in the literacy and math readiness skills. The pretest shows our children's behaviors to be in line with school readiness.

The National Reporting System has added a social emotional screening tool, i.e. Ages and Stages, in School Year 06 – 07. The questionnaire is used to identify children who may need monitoring and possible referral for mental health evaluation.

"I Am Moving, I am Learning" is a new fitness program introduced which meets NASPE standards. A family conference was held to introduce the program the parents of the program students. Staff implementation began in February, 2007. Parent volunteers average 3-4,000+ hours per year. Many parents have attended and passed their GED throughout the years.

School-Based Summer Programs

SY 2003 - 2007 Accomplishments

Every summer, virtually every school in the district participates in the School Based Summer Programs to assist at-risk students. In addition, *Liheng Famagu'on* (LF), a program funded by the Division of Special Education, also participates. LF is an atypical education environment for juveniles remanded by the Superior Court of Guam to the Department of Youth Affairs. Annually an average of 6,000 students participate throughout the district and about 20% meet the programs goals and objectives for mastery or better in any or all of the content areas of Reading, Language Arts or Mathematics.

IV. HOME-SCHOOL CONNECTION

SY 2003 - 2007 Accomplishments

In support of the school's respective home-school connection activities described in their School Action Plan that are in line with the Territories and Freely Associated States Educational Grant (T&FASEG) Program's goal, the T&FASEG supported the activities describe below:

In February 2005, each school was allotted $1,553.00 for supplies and materials to carry out their respective home-school connection activities described in their School Action Plans that are in line with the T&FASEG Program's goal. A total of $57,461.00 was allocated to support the school's home-school connection activities. Thirty-four of thirty-seven schools submitted and prepared their requisition for supplies and materials to implement their respective home-school connection activities.

An island-wide Families and School Together (FAST) Conference was held on September 23, 2006.   The conference is to promote parental and community involvement and participation in instructional and educational process. A total of 106 parents, 44 teachers, 47 school administrators, 19 students and 31 exhibitors participated in the conference. And in May of 2007, a FAST course was held at the University of Guam. Fifteen administrators and teacher leaders had completed the course for 3 graduate credits. The conference and the course covered the major concept of the FAST modules: Module 1- Establishing Learning Rituals in the Home;

Module 2 – Motivating Your Students; Module 3 – Providing Learning Assistance in the Home; and Module 4 – Monitoring Your Student's Educational Progress

Parent Family Community Outreach Program

Four thousand nine hundred thirty-four (4,934) students from the Freely Associated States (FAS) of Micronesia were enrolled in the GPSS. Ten (10) home base teams from the Parent-Family-Community Outreach Program (or the PFCO Program) are situated in four elementary, three middle and three high schools with high populations of FAS students in order to provide various outreach activities and support. Eight hundred twenty-five (825) students and 279 family members received outreach services in the following areas: support services, attendance, school-parent conferences, discipline, medical, registration and interpreting or translating. Many referrals involved agencies such as the Department of Mental Health and Substance Abuse, the Department of Public Health and Social Services (to include Child Protective Services), Guam Memorial Hospital, Guam Public School System Student Support Services Division and various village mayor offices. Other community resources included Asmuyao Community School, Big Brothers/Big Sisters, Catholic Social Services, Island Girl Power, the Lions Club of Guam, Salvation Army, Sanctuary, Inc.

V. EDUCATION INDICATOR SYSTEM

HEALTH & SAFETY ACTION PLAN

SY 2003 - 2007 Accomplishments

The assessment of all school facilities, Emergency Response procedures, GFD (Guam Fire Department) and DPHSS (Department of Public Health and Social Services) inspection findings, and Workmen's Compensation accidents was undertaken during SY 2006-2007 (November 2006 - May 2007). The lead divisions/offices responsible are the Safety Administrator and the Office of the Superintendent. Some of the resources that generated from this action were: DPHSS inspection reports, GFD inspection reports, Personnel Division, 2003 Army Corp of Engineers report, and FEMA Recovery report.

In addition to the above activity, in May of 2001, the district established a School Facilities Advisory Council to develop strategic short- and long-term plans for upgrading existing school facilities. The lead divisions/offices responsible are the Chief Planner and the Assistant for Operations. Also, the Chamber of Commerce is another valuable resource. In June of 2001, the Council was formalized and this action is still ongoing.

Lastly, the development and implementation of effective procedures for identifying and responding to facilities concerns in all schools was implemented in March of 2005. The strategic plan was approved and the lead divisions/offices responsible are the Manager, Facilities and Maintenance, the Chief Planner, and the Assistant for Operations. Some of references that are valuable to this action were the Facilities and Maintenance Strategic Plan and the Preventive Maintenance Plan.

GUAM EDUCATION POLICY BOARD
RESOLUTION NUMBER __2008-05__
2008-2013 District Action Plan

Introduced by:
Joe S. San Agustin, Chairman
Rosie R. Tainatongo, Vice Chairperson
Peter Alecxis D. Ada
Melinda D. Castro
Evangeline M. Cepeda
Jose Q. Cruz, Ed.D.
Maria A. Gutierrez
Anita Manibusan
Rossana D. San Miguel

WHEREAS, the Guam Education Policy Board (GEPB) is mandated by Title 17 of the Guam Code Annotated (Education) to adopt district-wide education policies necessary to provide for an adequate public education system; and

WHEREAS, the GEPB is mandated by 17GCA §3217 to establish a District Action Plan (DAP) for the Guam Public School System (GPSS), which further supports GPSS programs, the *No Child Left Behind Act* (NCLB Act) Federal initiative and the Congressional Declaration of Policy Respecting "Insular Areas" (US Code, Title 48, Chapter 10 Subsection 1469a); and

WHEREAS, the current GPSS 2003-2008 DAP was adopted by the GEPB on May 2, 2003 and expires upon the approval of the GPSS 2008-2013 DAP.

WHEREAS, the DAP is designed, in part, to help Guam's students meet the requirements of the local and federal mandates, which ensures that they perform at or above the national norms expected for elementary and secondary schools; and

WHEREAS, the GEPB has recognized that the GPSS 2008-2013 DAP was designed and developed based on educational priorities to include the GEPB's educational goals and the *Every Child is Entitled to an Adequate Public Education Act*; and

WHEREAS, the Superintendent of Education pursuant to 17GCA is provided the right to appoint and assign personnel to effectuate programs within the DAP; and

WHEREAS, the Superintendent of Education has provided opportunities for stakeholders, through public hearings, to provide input to the GPSS 2008-2013 DAP; and

WHEREAS, the Superintendent of Education, after obtaining feedback from all stakeholders, hereby recommends that the GEPB adopt the GPSS 2008-2013 DAP; now therefore, be it

RESOLVED, that GEPB support the Superintendent of Education with approval of the proposed GPSS 2008-2013 DAP; and be it further

RESOLVED, that the Superintendent of Education comply with the approved GPSS 2008-2013 DAP for the next five (5) years; and be it further

RESOLVED, that the Superintendent of Education ensure that school community stakeholders have access to the GPSS 2008-2013 DAP; and be it further
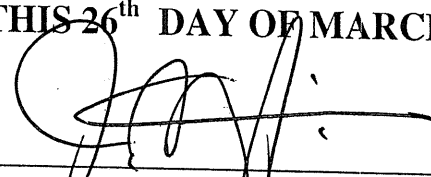
RESOLVED, that the Superintendent of Education provide a quarterly report on the implementation of the GPSS 2008-2013 DAP commencing September 2008; and be it further

RESOLVED, that the Superintendent of Education conduct an annual review of accomplishments of the GPSS 2008-2013 DAP and submit same to the GEPB; be it further
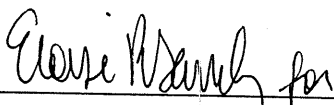
RESOLVED, that the Superintendent of Education provide recommended changes, if necessary, and submit such in writing to the GEPB for approval; be it further

RESOLVED, that the 2008-2013 DAP be distributed to all education stakeholders, including but not limited, to the Honorable Governor Felix P. Camacho, I Maga' låhen Guahan and the Honorable Speaker Judith T. Won Pat, Mina' Bente Nuebi Na Liheslaturan Guåhan;

DULY AND REGULARLY ADOPTED THIS 26th DAY OF MARCH, 2008.

JOE S. SAN AGUSTIN
Chairperson
GEPB

LUIS S.N. REYES
Executive Secretary